

DOCUMENT RESUME

ED 176 013

CE 019 505

TITLE Kansas State Plan for Career Education. Final Report.
F.Y. 1978, July 1, 1977--September 30, 1978.
INSTITUTION InterAmerica Research Associates, Lawrence, Kans.
SPONS AGENCY Kansas State Dept. of Education, Topeka.
BUREAU NO 554AH70112
PUB DATE 78
GRANT G007700943
NOTE 475p.; Some pages in this document may not reproduce
well due to weak print

EDRS PRICE MF01/PC19 Plus Postage.
DESCRIPTORS *Career Education; Educational Objectives;
*Educational Planning; Elementary Secondary
Education; Information Dissemination; Master Plans;
Needs Assessment; Program Development; Program
Effectiveness; *Program Planning; *Statewide
Planning
IDENTIFIERS *Kansas

ABSTRACT

A two-year project was undertaken in Kansas to develop a five-year plan for career education in the state. The first year resulted in (1) a brief summary of previous work done in Kansas since the introduction of the career education concept, (2) establishment of a definition of career education, (3) a description of various resources that can be utilized in career education planning, (4) a proposed management plan, (5) specific goals and objectives, (6) a proposed plan for interagency cooperation, and (7) proposed strategies. The second year resulted in the production of two documents: "State Plan for Career Education in Kansas" and the "Handbook for Developing, Implementing, and Evaluating Career Education Programs in Kansas Schools." Among the project's major activities were the following: coordinating five advisory groups' efforts in developing and validating the plan; conducting a statewide needs assessment; and instituting a state career education information bank. When evaluated, the project was considered successful in meeting its goals. As for dissemination activities, a statewide conference was held and newsletters were distributed, as well as 850 copies of the proposed plan. (The appendixes include the first-year draft and the approved version of the state plan; the handbook named above; developmental information; validation instruments and needs assessment instruments; and dissemination literature.) (ELG)

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ED176013

KANSAS STATE
PLAN FOR CAREER EDUCATION

FINAL REPORT

F.Y. 1978

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1. Project Number: 554AH70112
2. Grant Number: G00700943
3. Nature of Report: Final Report
4. Project Title: Development of A Comprehensive State Plan For Career Education
5. Period Covered by Report: From: July 1, 1977
To: September 30, 1978
6. Category of Project: State Plan
7. Name of Project Director: Wilbur A. Rawson
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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
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CE 019 505

FINANCIAL STATUS REPORT		1. FEDERAL AGENCY AND ORGANIZATIONAL ELEMENT				2. FEDERAL GRANT NO. OR OTHER IDENTIFYING NO.			
3. NAME AND ADDRESS OF GRANTEE ORGANIZATION Kansas State Dept. of Education 120 E. 10th Topeka, Kansas 66612		4. EMPLOYER IDENTIFICATION NO. 48-6029925		5. GRANTEE ACCOUNT NO. OR IDENTIFYING NO.		6. FINAL REPORT ☒ YES ☐ NO		7. BASIS OF REPORT ☒ CASH ☐ ACCRUED EXPENDITURES	
		8. PROJECT PERIOD (Month, Day, Year) FROM 7 1 77 TO 9 30 78		9. REPORT PERIOD (Month, Day, Year) FROM 1 1 78 TO 9 30 78					
10. STATUS OF FUNDS		PROGRAMS - FUNCTIONS - ACTIVITIES							
	(1)	(2) Travel	(3) Contract	(4) Other	(5)	(6)	TOTAL		
a. Total outlays previously reported	22,292.46	2,020.00	19,100.00	1,172.46			22,292.46		
b. Total program outlays this period	14,707.54	5,150.66	8,500.00	1,056.88			14,707.54		
c. LESS: Program income credits	---								
d. Net program outlays this period	14,707.54								
e. Total program outlays to date	37,000.00								
f. LESS: Non-Federal share of program outlays	---								
g. Total Federal share of program outlays	37,000.00								
h. Total unpaid obligations	---								
i. LESS: Non-Federal share of unpaid obligations	---								
j. Federal share of unpaid obligations	---								
k. Total Federal share of outlays and unpaid obligations	---								
l. Total Federal funds authorized	37,000.00	7,170.66	27,600.00	2,229.34			37,000.00		
m. Unobligated balance of Federal funds	---								
11. INDIRECT EXPENSE & TYPE OF RATE (See box)		12. REMARKS (Attach additional sheets if necessary)				13. Certification - I certify that to the best of my knowledge and belief this report is correct and complete and that all outlays and unpaid obligations are for the purpose set forth in the grant award documents.			
☐ PROVISIONAL ☐ PREDETERMINED ☐ FINAL ☐ FIXED N.A.									
n. RATE									
o. BASE									
p. TOTAL AMOUNT		q. FEDERAL SHARE		NAME W.A. Rawson Career Ed. Coord.				TELEPHONE AREA CODE 913 NUMBER 296-3346 EXT. ---	
				SIGNATURE OF AUTHORIZED OFFICIAL W.A. Rawson				DATE REPORT IS SUBMITTED 1-10-79	

DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE
OFFICE OF EDUCATION
WASHINGTON, D.C. 20302

CAREER EDUCATION PROGRAM
PARTICIPANT SUMMARY

NOTE: Participants include those DIRECTLY served by the project or, in the case of most parents and persons in the business/labor/industry community, who actively assist in project implementation. "Actively assist" includes efforts such as serving as resource persons, serving on Advisory Groups, providing work experience, etc.

FORM APPROVED
OMB NO. 31-R1187

NUMBER OF PARTICIPANTS (see NOTE above) WHO ARE	RACE/ETHNICITY (all Participants including Handicapped, Gifted and Talented, and Low Income)						OF THE TOTAL (column 8) NUMBER WHO ARE			OF THE TOTAL (column 8) NUMBER WHO ARE	
	AMERICAN INDIAN OR ALASKAN NATIVE	ASIAN OR PACIFIC ISLANDER	BLACK/ NEGRO	CAUCASIAN/ WHITE	HISPANIC	TOTAL (sum of columns (1) through (6))	HANDI- CAPPED	GIFTED AND TALENTED	LOW INCOME	MALE	FEMALE
	(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)	(10)	(11)
STUDENTS											
ELEMENTARY (K-6)											
MIDDLE/JUNIOR HIGH (7-9)											
SENIOR HIGH (10-12)											
2-YEAR COLLEGE											
4-YEAR COLLEGE											
ADULTS (non-matriculated)											
SUB-TOTAL											
EDUCATIONAL PERSONNEL											
TEACHERS			1	8						4	5
COUNSELORS				5						1	4
ADMINISTRATORS			1	4						4	1
MEMBERS OF THE BUSINESS/ LABOR/INDUSTRY COMMUNITY				10							
PARENTS				2							
OTHER (specify)											
TOTAL			2	29							

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A: First-Year Draft of State Plan
B: Approved State Plan for Career Education
C: Handbook - Planning, Implementing and Evaluating Career Education in Kansas Schools
D: Developmental Milestones
E: Members of Groups Assisting in the Developmental Effort
F/G: Input Council Minutes
G(F) Career Education Practitioners' Minutes
H: Brochure Announcing Regional Meetings
I: State Plan's Goals and Objectives Validation Instruments
J: Career Education Suggested Basic Student Outcomes for Different Levels of Education
K: Results of Needs Assessment
L: Instrument to Collect Information
M: Career Education Newsletter
N: "Guide to Career Education Resources at the Local State and National Levels"
O: State-wide Conference Brochure
P: Layperson State Plan
Q: Career Education Brochure
R: Human Resource File

MAJOR ACTIVITIES

Introduction

This report covers the second year of a two-year process to develop a state plan for career education in Kansas. The grant for the first year was awarded July 1, 1976 and ended June 30, 1977. Though the grant was awarded in July, it was not until February 1, 1977 that the development process actually began. A contract to conduct this work was awarded Central Research Corporation. The circumstances associated with delay were documented in the final report covering the first-year grant period.

The continuation grant for the second-year phase was awarded to the Kansas State Department of Education on July 1, 1977. The grant was due to end on June 30, 1978. However, due to the time required to select a contractor to conduct this work (the development process did not begin until November 1, 1977), a ninety day extension was requested and granted. The new termination date for the grant was September 30, 1978.

SUMMARY

Accomplishments

Following is a brief summary of the efforts under this grant to accomplish the project goal:

"To complete and have approved by the State Board of Education a State Plan For Career Education that will enable the orderly implementation of career education in Kansas."

The overall effort has been to develop, in two years, a five-year plan for Career Education in Kansas.

The first year of planning resulted in (1) a brief summary of the previous work that had been done in Kansas since the concept of Career Education was introduced early in this decade, (2) establishment of a definition of Career Education, (3) a description of the various resources that can be utilized in planning the future of Career Education in Kansas, (4) a proposed overall management plan for Career Education, (5) specific goals and objectives proposed for a second planning year and the five implementation years, (6) a proposed plan for inter-agency cooperation, and (7) proposed overall strategies.

The second year of planning resulted in the production of two documents; the State Plan For Career Education in Kansas and the Handbook For Developing, Implementing, and Evaluating Career Education Programs in Kansas Schools. The State Board of Education approved the State Plan on October 10, 1978. A copy of first year draft of the State Plan appears as Appendix A to this report. The approved Plan and Handbook appear, respectively, as Appendices B and C.

The tasks of researching, surveying, collecting, assessing, preparing, summarizing, reviewing and refining were accomplished with the assistance of outside contractors. Decision-making by KSDE and policy formulation were accomplished with the assistance of a large number of Career Education practitioners, educational administrators, teachers, business and labor representatives, agency representatives, and representatives of other key groups or interests.

An outline of major milestones involved in this developmental effort appears as Appendix D to this plan.

The two-year developmental effort involved the following two planning stages;

Stage 1 Planning. The first year's planning which was completed June 30, 1977

included the development of state-wide plan for use by the KSDE in carrying out its role in assisting local schools to implement Career Education. The following products were completed as part of this effort:

1. The State's definition and conceptual base for Career Education.
2. An assessment of status and the efforts needed to achieve a high level (goal level) of school district awareness, adoption, and implementation of Career Education.
3. The goals and objectives for implementing Career Education efforts in the districts during the next five years.
4. The strategies for achieving the general goals and objectives, including those relative to special target groups and elimination of stereotyping of opportunities by race and/or sex.
5. Involvement of the state's business, labor, industry, professional, and government communities in Career Education planning.
6. Involvement of state teacher education institutions in Career Education planning.
7. Workable systems for evaluating, disseminating, fund raising and coordinating among various state agencies and local education agencies.

Stage 2 Planning. The second year of planning was aimed at extending the planning activity into all local agencies and schools, and increasing the involvement and participation of key education and work-related groups and agencies. Results of second year involvement and planning at the school district level were used to validate and refine the first year plan. The following were completed as part of this effort:

1. The complete first year's plan (or a shortened version) was distributed to all local school districts, to other schools and agencies, and to other key groups in the state for review and comment.

2. Six regional conferences (Dodge City, Wichita, Concordia, Colby, Iola, Kansas City) were held to explore the plan and obtain additional input. Local school districts and other schools were asked to extend the planning into their own operation and to share their planning (two-page document) with KSDE.
3. An overall state conference was held to explain, promote, and demonstrate Career Education, and to coordinate input from major state groups who were interested in assisting in implementing Career Education.
4. The first year plan was refined and expanded by using new material, including needs assessment results.
5. A new Handbook and Resource manual were produced.

Groups Assisting in The Development Effort

The State Plan was developed with the assistance of the following groups:

1. Career Education Input Council
2. Career Education Practitioners' Committee
3. Kansas State Department of Education Task Force on Career Education
4. Pre-Service, In-Service Ad Hoc Committee

The names of members of these groups are included in Appendix E.

The Career Education Input Council was appointed by the Commissioner of Career Education to serve as the key review and advisory group in the planning process for the State Plan. Members represented a wide variety of agencies, groups, geographic locations, and concerned/interested segments of the state population. This group held fourteen meetings over the two year planning period.

The Career Education Practitioners' Committee was comprised of persons involved in Career Education at the local level. Members of this committee were appointed by the Commissioner of Education. The committee met eleven times during the planning period (including two joint meetings with the Career Education Input Council). This committee was instrumental in organizing local, regional and state meetings to solicit input for the planning effort.

The Kansas State Department of Education Task Force on Career Education was originally appointed by the Commissioner of Education in October, 1975, and was revised in 1978. Its purpose was to provide input, to review, and to act as the communication link between the different sections of the Kansas State Department of Education. The Career Education Director was chairperson of this group. The group was composed of administrators who represent the vocational education, special education, curriculum, post-secondary and adult, education improvement and development, project approval and compliance, state and federal program administration, and fiscal sections of the department. This group reviewed the various recommendations made by other input sources as well as provided its own input into the development of the State Plan in the form of suggestions and recommendations. This group met four times during the planning process.

The Pre-Service, In-Service Ad Hoc Committee was composed of educators related to represent colleges and universities in Kansas who prepare teachers. This group reviewed the State Plan and provided input regarding the relationship of teacher training institutions to pre-service and in-service Career Education needs.

Project Objectives and Outcomes

Objective One: Through the continued assistance and utilization of the Input Council, the Kansas State Department of Education Task Force, the pre-service/in-service ad hoc committee, and the career education practitioners group working with the state plan coordinator, the level 1 draft of the state plan will be validated and expanded (level 2 planning detail) by June 30, 1978.

The previously mentioned advisory groups assisted in developing and validating the State Plan For Career Education. Each group had specific purposes.

- (1) The Input Council was composed of 24 members. One-half of the group were non-educators. Members represented business, labor, industry, agriculture, state agencies, the governor's office, State Board of Education, state level associations, homemakers, parents, students, teachers, counselors, Board of Regents, teacher educators, area vocational schools and community colleges. The Input Council was responsible for:
- a) Reviewing and suggesting state plan materials being prepared for presentation to the Commissioner and State Board;
 - b) Assisting the state plan coordinator to develop and activate certain research instruments relating to state plan development;
 - c) Providing for dissemination through communication activities to state, regional and local groups;
 - d) Providing assistance in decreasing education jargon and increasing clarity of state plan materials.

Copies of the minutes of the meetings which reflects the input of this group appear in Appendix F (and Appendix G).

- (2) A Career Education practitioners committee of 12 persons was appointed by the Commissioner of Education in February of 1977. This group was selected from over 50 persons who are involved in directing and implementing career education at the local school level. The purpose of this committee was to assist the state plan contractor and the Career Education Director in reviewing and criticizing plan materials as they were being developed. This group provided ideas and strategies for activities relating to the goals and objectives for the plan. This group also assisted, when needed, in the evaluation and assessment processes. The expertise of this group was utilized by the Input Council and the contractor to provide programs for certain groups throughout the state who indicated an interest in learning about the state plan and its development.

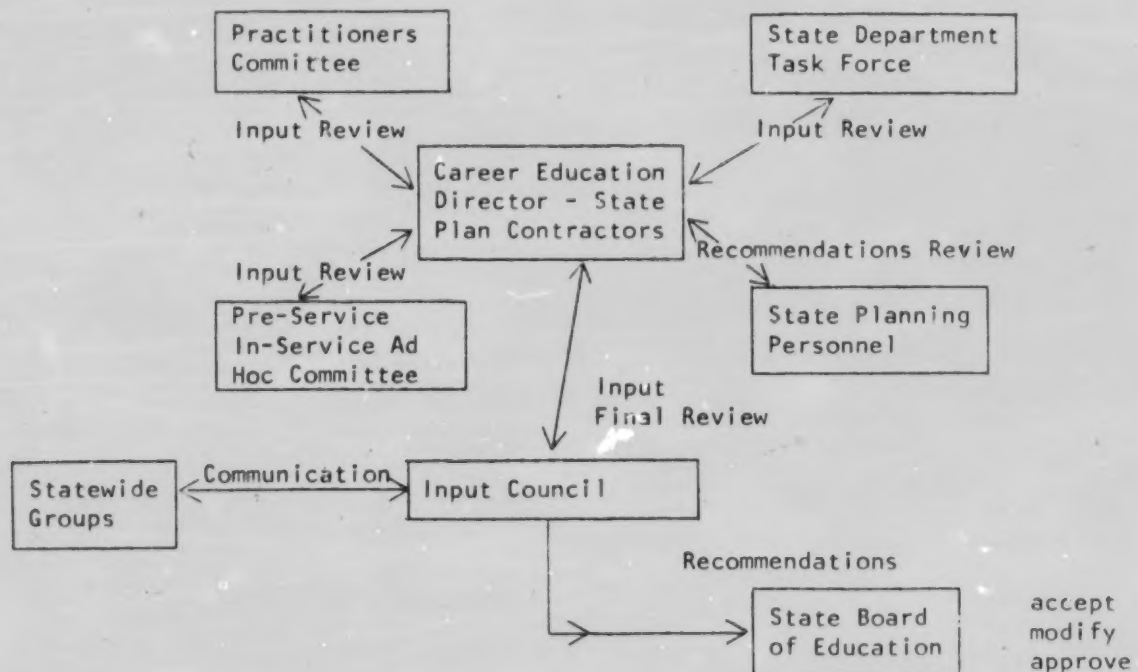
Minutes of the meetings held by this group which reflect their input are included in Appendix G (and Appendix F).

- (3) A teacher training/retraining group was appointed by the commissioner to serve in an advisory capacity in developing the state plan. This group was composed of the seven Deans of Education of the state universities and the executive secretary of the Kansas Independent Colleges. This committee was responsible for articulating those aspects of the plan that center on career teacher preparation, teacher in-service and teacher retraining as required for implementation and expansion of career education.

- (4) To facilitate the working relationship between those responsible for developing the state plan and the KSDE, the Commissioner appointed a task force of nine professional state staff members to review and react to the plan as it was being developed. This group also served as a communication link between the department staff and the other career education planning groups.

As indicated previously, the names of the members of the above groups, as they were at the end of this contract period, appear in Appendix E.

The contractors, Central Research Corporation the first year, and Inter-America Research Associates the second year, acted as executive secretary and operational directors of the Council. The State Plan Director, who was a member of the Kansas State Department of Education professional staff, coordinated the efforts and assisted in the effective and productive use of this council as a sounding board in plan development. The general process for plan development and the utilization of various committees and groups can best be described by the following diagram:



Six regional meetings were held to enable local educators, parents, students and others, with the opportunity to provide input. These meetings were held in Dodge City, Wichita, Colby, Iola and Kansas City. A copy of the brochure announcing these meetings appears in Appendix H. The material used for validation of the State Plan's goals and objectives in these meetings appear in Appendix I. Additional information was obtained from local school districts by means of questionnaires. This point will be covered in the section of this report on Needs Assessment.

Through the use of this data, the career education plan developed during the first year (Appendix A) was validated and revised (Appendix B). The major changes included the following:

1. Revision of major goals and sub-goals into Performance Objectives, Process Objectives and Activities to add a greater degree of accountability to the plan.
2. Elimination of some objectives which were found redundant or not needed.
3. Addition of new objectives and/or revision of existing ones to address newly identified needs.
4. Revision of the budget to reflect program priorities and funding constraints.
5. Addition of a management plan which reflects the relationship of the management of the plan to the other services provided by the State Department. Alternative management plans are also provided based on funding constraints.

The basic format of the State Plan was also considerably altered. These differences can be observed by reviewing the two documents in Appendix A and B.

- Objective Two: By October 1, 1977 to have completed a career needs assessment for handicapped students at 6th and 12th grade level.
- Objective Three: By October 1, 1977 to have available the results of the statewide vocational needs assessment for use in developing the career education state plan goals and objectives.
- Objective Four: By September 1, 1977 develop a statewide career needs assessment document to determine career needs of the community including business, labor and industry.
- Objective Five: By November 1, 1977 to have completed a comprehensive needs assessment of junior high and senior high teachers to determine needs for personnel development programs to carry out the quality and intensity of career education desire at these levels.
- Objective Six: December 1, 1977 to have completed the assessment of scope and capacity of the pre-service career education personnel training programs available in colleges preparing teaching personnel for Kansas schools.

In order to accomplish the above objectives, KSDE was to have conducted a needs assessment. The dates for the completion of the objectives had to be altered as did the focus of Objective Two.

Objective Two was changed by the Input Council to read:

By January 1, 1978, to have completed a career needs assessment for handicapped students at the 6th and 12 grade level.

The change in the completion dates were changed to read:

Objective Four: December 1, 1977
Objective Five: January 1, 1978
Objective Six: February 1, 1978

Completion of Objective Three was not possible because the statewide vocational needs assessment was conducted too late to be used. However, data was collected about the vocational education needs in the state, by the Input Council.

Prior to the initiation of this two-year grant, there were several rather comprehensive career education needs assessments conducted in Kansas.

Assessments to determine the level of understanding of career education by teachers, student teachers, students and parents were conducted for the purpose of improving the integration of career education into the school's curricula. Students at the K-3, 4-6 and 7-12 levels were assessed.

Instruments used for these assessments included the Olympus Career Education Needs Assessment, the Evaluative Research Associates Nonverbal Career Education Test, the Jarmer Parent Questionnaire, the Self Observation Scales, the Metropolitan Achievement Tests by Harcourt-Brace, and the McGraw Hill Career Maturity Inventory Tests.

Findings of these needs assessments have been reported in two published documents available through the KSDE, they are:

1. An Exemplary Project to Demonstrate Transporting Career Education Techniques in Kansas and to provide a Career Education Pre-service component to a teacher education program. Rochold, Hazel, KSDE, 1976.
2. A consortium approach to Exemplary Career Education Program Development involving two unified school districts and two teacher education instructors. Borhani, Rabim, KSU, 1976.

The instruments identified above were administered to over 3400 students, teachers, and parents in cities and schools of different sizes and in different regions of the state.

Needs assessment information for the period of this grant was obtained by (1) a survey of school superintendents; (2) a survey of Special Education Coordinators, Career Education Coordinators, Vocational Education Coordinators, teacher training institutions, and business and labor organizations in the State; (3) conducting six regional conferences; and (4) attending meetings of advisory groups (i.e., Career Education Input Council, Career Education Practitioner's Council, etc.).

During the first year of the grant, information sources "1" and "4" above were used. In the second year information sources "2", "3", and "4" were used.

In 1976-1977, 306 of the 307 superintendents of Unified School Districts in Kansas returned a questionnaire aimed at (1) estimating their progress in infusing Career Education into the curricula of their schools and (2) assessing their present and future needs for this activity.

During the second year, a follow-up survey was conducted. The primary objective of this survey was to obtain information to verify the goals and objectives contained in the Proposed Plan developed during the first planning stage. Another objective was to identify specific Career Education needs including needs of handicapped secondary students, in-service training institutions, and needs of vocational education. A third objective was to identify Career Education activities already in operation.

Representative samples of this survey included Special Education Coordinators in 35 school districts, Career Education Coordinators in 40 school districts, 15 business and labor agencies, Vocational Education Coordinators in 33 school districts, and 17 teacher training institutions.

Summary of Findings

The needs assessments conducted in 1976-77 and 1977-78 revealed the following:

1. All but one of the sub-goals developed during the first year were considered by the second year respondents as important and worthy of inclusion in the State Plan.
2. The degree of importance placed on goals for Career Education favored implementation as opposed to awareness-type activities.
3. The degree of importance placed on general Career Education activities at the State level indicated the following priorities relative to the type of assistance needed from KSDE or other sources (in order of priority):
 - a. Identification and acquisition of Career Education instructional materials
 - b. In-service training
 - c. Financial aid

- d. Local Career Education plan development
- e. Pre-service training
- f. Improvement of community involvement
- g. Use of media for awareness
- h. Development of implementation guidelines
- i. Technical assistance (resources)
- j. Acquisition/distribution of exemplary awareness materials
- k. Refinement of State Plan
- l. Provide lists of human resources
- m. Support demonstration projects
- n. Providing for the sharing of intrastate resources
- o. Establishing a statewide Career Education Speakers' bureau

4. The disparity between desired (considered important) Career Education activities and those that are presently offered revealed the following needs at the local level in descending order (percentage indicates degree of disparity):

- a. Infusion of Career Education materials into programs for dropouts (79.6%)
- b. Infusion of Career Education activities into programs for gifted students (78%)
- c. Infusion of Career Education activities into programs for handicapped children (75.8%)
- d. Job survival skills (72.6%)
- e. Infusion of Career Education activities at the senior high level (70.6%)
- f. Infusion of Career Education materials at the senior high level (70%)
- g. Infusion of Career Education activities at the junior high level (68.6%)
- h. Infusion of Career Education materials at the junior high level (67.8%)
- i. Infusion of Career Education materials into programs for the gifted (67.6%)
- j. Group counseling (67.6%)
- k. Planned vocational education programs (development of) (67%)
- l. Development of community awareness (stimulating) (66.2%)
- m. Development of career information systems (65.6%)
- n. Individual career counseling (64.2%)
- o. Improved "mainstreaming" techniques for Career Education programs for handicapped children (63.2%)
- p. Development of job interviewing and job finding skills (61.4%)
- q. Career exploration programs (59%)
- r. Use of community resources (59%)
- s. Simulated work experience (52.6%)
- t. Student placement services (49.4%)
- u. Field trips (49.2%)
- v. Infusion of Career Education activities at the elementary level (46.4%)

- w. Career Education programs for adults (45.6%)
 - x. Work observation or "shadowing" (45%)
 - y. Infusion of Career Education materials into programs at the elementary level (42.4%)
 - z. Use of advisory boards (42.4%)
 - aa. Unpaid work experience (39%)
 - bb. Computer assisted Career Education instruction (39%)
 - cc. Paid work experience (35.8%)
5. Past funding of Career Education indicated that approximately 75 percent of the costs were absorbed through local funds, 20 percent from federal sources, 4.3 percent from State funds, and .7 percent from other sources.
 6. It is estimated that it will take from four to five million dollars, in addition to local funding over the next five years, from a variety of sources, to finance Career Education in the State of Kansas.
 7. Support for and interest in Career Education appears to be high in the State of Kansas.
 8. KSDE's efforts to make business and labor groups aware of Career Education relevancy to their (business and labor) interests does not appear to have been successful.

Results of the surveys conducted during both years appear in Appendices J and K. The instruments used to collect the information appear in Appendix L.

Objective Seven: By January 1, 1978 a career education information bank and access to a national career education bank will be identified and established within the Kansas State Department of Education.

During the past year, a career education resource component was added to the Kansas Education Dissemination and Diffusion System (KEDDS). Resources are made available to all local schools in the state through this component free of charge. In addition, the Kansas Career Education Newsletter was initiated in September, 1977. Each issue carries a list of selected resource materials from state and national sources. A copy of the newsletter which contained information about the State Plan appears in Appendix M.

During the second year, local, state and national career resources were identified and included in a publication for dissemination to local schools.

entitled, "A Guide To Career Education Resources at the Local, State and National Levels". A copy of this guide appears in Appendix N.

Objective Eight: By March 15, 1978 to have a completed state plan with one-year and five-year goals and objectives that will allow for the orderly implementation of career education in all 307 USD's in the state by July 1981.

Appendix B contains a copy of the final draft of the State Plan.

Following are the one-year and five-year goals and objectives included in the plan.

GOAL 1. AWARENESS

It is the goal of the Kansas State Board of Education and the Kansas State Department of Education to increase the overall awareness of the benefits of Career Education, and to increase support for Career Education which would lead to the adoption of a comprehensive Career Education approach in each public and private Kansas district and school.

PERFORMANCE OBJECTIVE

- 1.0 By the end of each school year (June 30) for the next five years, KSDE will have increased the awareness of and support for Career Education in Kansas as evidenced by an increase in the number of public and private school districts which have adopted Career Education programs.

PROCESS OBJECTIVES

- 1.1 By the end of each school year (June 30) for the next five years, KSDE will have prepared and disseminated to all forms of public and private media a series of informative articles and news releases on Career Education.
- 1.2 By the end of each school year (June 30) for the next five years, KSDE will have identified, developed and disseminated effective exemplary materials (print and non-print) to communicate the concepts and benefits of Career Education to the general public, educators, administrators, and board members.
- 1.3 By June 30, 1978, KSDE will have disseminated copies of the first draft of the State Plan For Career Education to key groups throughout the State of Kansas and received suggestions from these groups for refining, planning and implementing the Plan.
- 1.4 By June 30, 1979, KSDE will have developed and made use of a Career Education Statewide Speaker Bureau network.

- 1.5 By June 30, 1980, KSDE will have involved school districts and their patrons throughout the state in refining, planning and implementing the State Plan.

GOAL 2. IMPLEMENTATION

It is the goal of the Kansas State Board of Education and the Kansas State Department of Education to provide assistance to all Kansas schools in their efforts to implement Career Education.

PERFORMANCE OBJECTIVE

- 2.0 By the end of each year (June 30) for the next five years, KSDE will have increased the extent to which they have assisted school districts implement Career Education as evidenced by an increase in the number of school districts who have requested and received this assistance.

PROCESS OBJECTIVES

- 2.1 By the end of each year (June 30) for the next five years, KSDE will have worked with different school districts including post-secondary districts in Kansas until all have been assisted in the development of comprehensive Career Education plans.
- 2.2 By the end of each year (June 30) for the next five years, KSDE will have provided, to the extent possible, financial aid for the implementation of local Career Education plans.
- 2.3 By the end of each year (June 30) for the next five years, KSDE will have developed and/or assisted in the development and dissemination of guidelines for Career Education planning and implementation.
- 2.4 By the end of each year (June 30) for the next five years, KSDE will have expanded a technical information and resource center to provide easy access to Career Education materials and information.
- 2.5 By the end of each year (June 30) for the next five years, KSDE will have identified and made available to all local educational agencies experienced and technically able personnel to assist with Career Education program development.
- 2.6 By the end of each year (June 30) for the next five years, KSDE will have provided financial support for the development of Career Education demonstration programs in Kansas.
- 2.7 By the end of each year (June 30) for the next five years, KSDE will have validated the demonstration programs developed during the current or previous year.

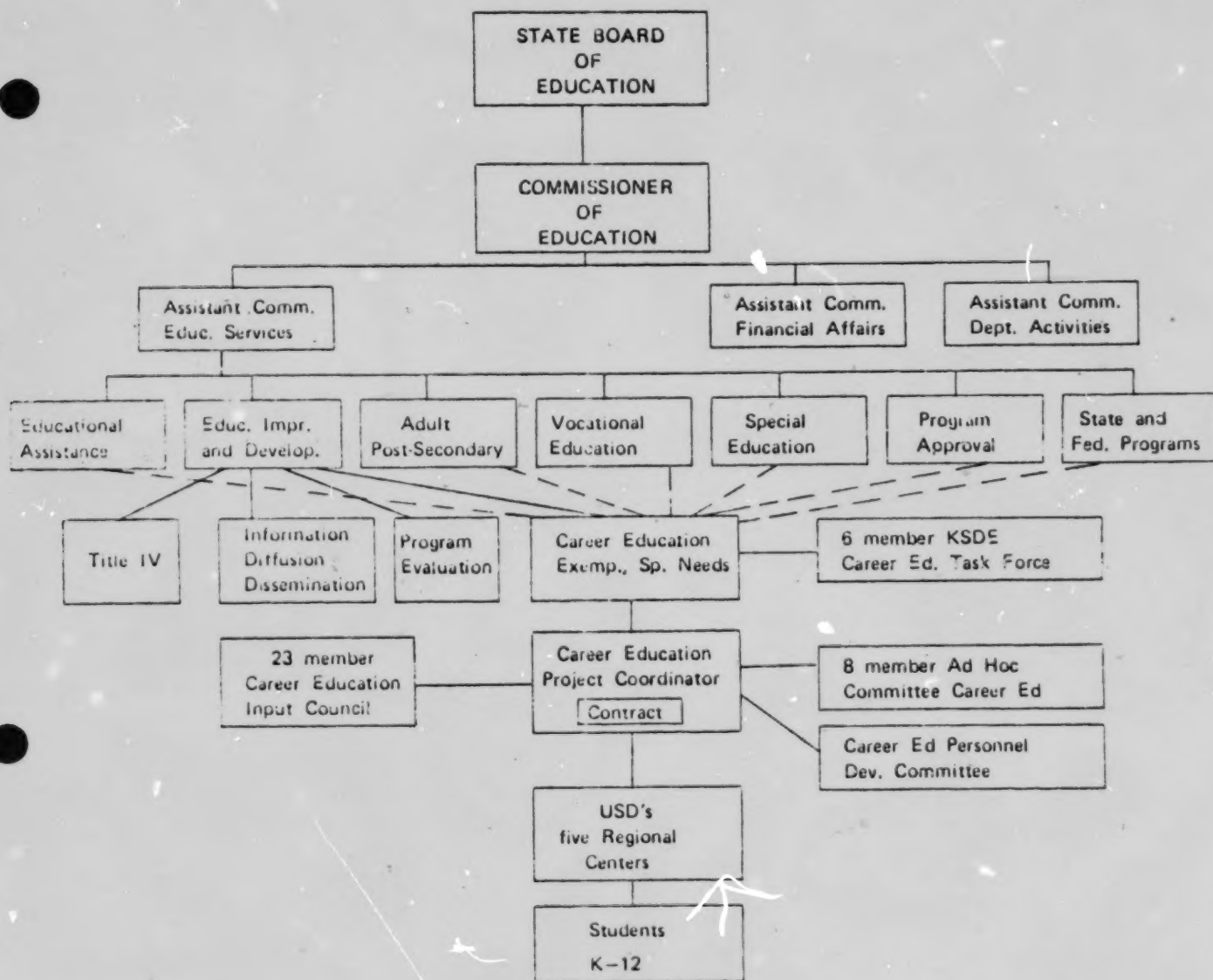
- 2.8 By the end of each year (June 30) for the next five years, KSDE will have provided assistance to local school districts in the identification, selection and adoption/adaptation of workable Career Education instructional materials, methods and techniques.
- 2.9 By the end of each year (June 30) for the next five years, KSDE will have supported the efforts of teacher training institutions in Kansas to infuse Career Education into the preparation of all prospective teachers and administrators.
- 2.10 By the end of each year (June 30) for the next five years, KSDE will have arranged for and supported Career Education in-service training of current Career Education Coordinators, classroom teachers, counselors, administrators, board members, and community support personnel.
- 2.11 By the end of each year (June 30) for the next five years, KSDE will have coordinated planning, implementation and resource dissemination between all local school districts and educational agencies as well as between local districts/agencies and other national, regional, and state agencies.

The state plan not only includes the identified objectives, it also contains activities designed to accomplish the objectives, a list of resources (human, material, fiscal) required to accomplish these activities and to a detailed evaluation plan to be used to determine whether or not the goals and objectives were accomplished.

Also included are state level priorities for implementation, methods for updating the state plan, dissemination procedures, process for determining state administrative procedures and personnel needs at the state level. The Handbook to accompany the state plan (Appendix C) includes a step-by-step process for use at the local level in planning and implementing career education and a procedure for setting local priorities and procedures for local use of state resources.

Objective Nine: To effectively manage and administer State Plan preparation and approval.

Following is an organizational chart reflecting the management responsibilities for the development of the state plan.



Central Research Corporation and InterAmerica Research Associates were the contractors, respectively, for the first and second years of the grant. coordination. These contractors were responsible for assisting in the development of the state plan. They were directly responsible to the Career Education Specialist within the division of Educational Improvement and Development.

Due to the requirements attendant to the bidding process in the State, most of the activities in the first and second years' grant proposal were delayed. During the second year a ninety-day extension was required to complete some of the planned activities.

Notwithstanding these delays, the State Plan was prepared and approved.

PROJECT PARTICIPANTS

Career Education in Program: Participant Summary

KSDE:

Career Education Specialist: Wilbur Rawson

CONTRACTORS:

1st year: Central Research Corporation: Dr. Don Hardesty
2nd year: InterAmerica Research Associates: Dr. Kenneth A. Martinez
Dr. John Siler
Clantha McCurdy

ADVISORY GROUPS:

1. Career Education Input Council
2. Career Education Practitioners' Committee
3. KSDE Task Force on Career Education
4. Pre-Service, In-Service Ad Hoc Committee

The names of members of these groups are included in Appendix E.

EVALUATION

1. Implementation Procedures

a. Performance Evaluation Plan

Data was collected and maintained by the contractor and KSDE to document the accomplishment of the objectives of the grant.

b. Process Evaluation Plan

The Input Council and a committee within KSDE composed of the Assistant Commissioner of Educational Services, the Director of the Educational Improvement and Development Section, and the Career Education Specialist, monitored and evaluated the completion of activities designed to accomplish the objectives of the grant. Most of this task involved evaluating the effectiveness of the contractors in accomplishing their required tasks.

2. Changes in The Evaluation Plan

No changes were made in the evaluation plan since the semi-annual report was submitted in February, 1978.

3. Accomplishments and Procedures

This information was presented earlier (See pages 1 through 18). In summary, KSDE has accomplished the goal it set forth in the grant application.

In addition, all of the objectives whose accomplishments could be controlled by the Project Director, were achieved. Because of the delays in funding the contractors, it was necessary to change the completion dates for the objectives, however, the products were all achieved.

4. Areas of Lack of Accomplishment

The project was unable to use information from a statewide vocational needs assessment survey because such a survey did not take place in time to be of value. However, alternative means were employed to obtain the information concerning vocational needs in the state (Objective No. 3). It is felt that this did not appreciably hinder the success of the plan as the State Director of Vocational Education reviewed the results of this alternative method and found no fault with them.

ANTICIPATED CHANGES AND/OR PROBLEMS

As pointed out previously, the start of the project was delayed both during the first year and the second year. The delay during the second year resulted in the need to change dates when the objectives would be accomplished. In addition, some of the grant activities were unable to be accomplished because of this delay. These activities and additional activities were included in the request for extension mentioned earlier in this report.

The report on the accomplishments of those activities associated with the extension will be included as an addendum to this report.

DISSEMINATION ACTIVITIES

During the first year of this grant, 850 copies of the proposed state plan were distributed throughout the state for comments. The six regional meetings referred to earlier in this report were designed to provide more information and to obtain comments on the plan distributed during the first year. In addition, a state-wide conference was held to further publicize the state plan. A copy of the agenda for this conference appear in Appendix O.

Five career education newsletters were produced and distributed to 1200 persons throughout the state.

SPECIAL ACTIVITIES

Six schools in Kansas are field testing curriculum material designed to reduce sex stereotyping in career counseling materials. This is a cooperative effort with the Nebraska Commission on the Status of Women.

ADDENDUM

Introduction

On April 6, 1978 a letter requesting a 90 day no fund extension for grant No. G007700943 was sent to Grants Officer, Ms. Ellen Balko. On June 22, 1978 the extension was approved. The purpose of the extension was to provide time to complete activities outlined in the original grant but due to delays in the starting time could not be completed prior to June 30, 1978.

The proposed outlined activities were carried out as an addendum to an ongoing contract with Pittsburg State University. Dr. Ben Vineyard, Vocational Technical Education Director, was designated as the director for the contract with the University. Work on these activities was started August 2, 1978.

The work to be completed during the extended time was under the direction of an advisory group composed of three selected members of the State Career Input Council.

MAJOR ACTIVITIES

As identified in the proposed State Plan for Career Education completed in June 1977 one of the major needs for implementing Career Education was that of increasing the awareness in the practical understanding of the State Plan by local educators and community people. The activities carried out during the extension period were directed toward these awareness needs. The advisory group further identified a need for directing the awareness activities toward the non-education segment of the population.

The production of two documents for use in seven regional meetings to be held throughout the state was the main thrust of the work during the extension period. The development of a layperson type of State Plan for Career Education Titled: "The Things You Have Always Wanted to Know About Career Education But Were Afraid (rightly so, too often) They Were Hidden Away in Some Dull, Stuffy, Technical, Complex and Obscure State Plan", was produced.

A copy of this document is included as item P in the Appendix. This document has been distributed widely by the Kansas Association of Commerce and Industry as well as being used in meetings of local advisory groups in the state. This document will be used in the seven regional meetings planned in the state.

A second part of the awareness activities included the development of a brochure to illustrate the Career Education concept as identified and defined in the State Plan. This brochure is reproduced as Appendix item Q in this report.

The development of a state wide, Career Education Conference for business, labor and industry was not carried out upon advise of the advisory group. The advisory group directed that the seven regional conferences be structured to include local business, labor and industry persons as one half of the audience invited to attend. Included in the programs for these regional meetings was training and orientation activities for persons not involved directly in education.

RESOURCE IDENTIFICATION

The efforts of the KSDE in establishing a leadership role in developing and implementing Career Education through the State Plan involves reacting to local needs for human and material resources for Career Education. The identification of Career Education resources generated by special projects and Career Education activities in the state was accomplished in the second phase of state plan development, the identification of persons knowledgeable about Career Education and available for assisting local schools implement Career Education was accomplished. A list of names of persons included in the Human Resources File of the Kansas Dissemination and Diffusion System are included in Appendix item R.

The identification and evaluation of the large amount of resource materials accumulated in the Career Education office over the past 5 years was made.

A system for filing of those materials was developed to make storage and retrieval of these materials easier and practical.

The system includes classifying materials according to their use at the elementary, middle school, secondary, post secondary, adult or combination levels. Materials are further identified within each class as to the purpose of the material. Career Education curriculum materials are divided into subject areas or student associated types of activities as well as teacher, counselor or administrator types of materials are divided into subject areas or student associated types of activities as well as teacher, counselor or administrator types of materials. The system includes materials developed locally, as well as those materials developed in other states. Materials are identified as available for distribution or to be used on loan to local schools. The system includes the use of descriptors to identify special Career Education activities to allow certain types of material to be located according to individual topics.

This special resource identification process is operated in conjunction with the Kansas State Department of Education's Development and Improvement Section.

These resource related activities were not included in the state plan development contract and represent products needed for implementing the State Plan and Career Education in the state.

Evaluation of Career Education at the Local and State Level

Although a number of local schools have devised ways to evaluate their Career Education activities it was concluded after an investigation that the Career Education evaluation materials already developed by Texas were satisfactory for use by schools in Kansas. As a result of this work the Wichita schools will implement an extensive Career Education evaluation program.

These were the activities completed during the extension period of this grant.

ABSTRACT

KANSAS STATE PLAN FOR CAREER EDUCATION PROJECT FINAL REPORT 1977 - 78

1. PROJECT NUMBER 554AH70112	2. GRANT NUMBER G007700943	3. NATURE OF REPORT Final Report
4. PROJECT TITLE Development of a Comprehensive State Plan for Career Education		5. PERIOD COVERED BY THIS REPORT FROM (MONTH, DAY, YEAR) July 1, 1977
		TO (MONTH, DAY, YEAR) September 30, 1978
6. CATEGORY OF PROJECT (as specified in 45 CFR 160d. 11) <u> X </u> STATE PLAN		
7. NAME OF PROJECT DIRECTOR Wilbur A. Rawson		
8. NAME AND ADDRESS OF GRANTEE/ASSISTANCE CONTRACTOR INSTITUTION		TELEPHONE
Department of Education, 120 East Tenth, Topeka, KS 66612		(913) 841-4320
InterAmerica Research, 932 Massachusetts, Lawrence, KS 66044		(A/C) NUMBER (913) 841-4320

9. MAJOR ACTIVITIES

Introduction:

State law in Kansas requires that contracts to perform services for state agencies be awarded through the bidding process carried out by the division of Purchasing. Five agencies and groups submitted proposals and bids in response to the specifications developed for producing the State Plan for Career Education. Inter-America Research Associates of Lawrence, Kansas submitted the low bid and was awarded the contract to complete the second phase of the State Plan for Career Education.

Due to the length of time consumed in the bidding process work did not begin on the plan until November 1, 1977.

The State Plan was developed with the assistance of four separate advisory groups.

Career Education Input Council:

The Kansas Career Education Input Council consisted of 24 members appointed by the Commissioner of Education in July of 1977. The members of this council represented a wide variety of agencies, groups, and types of people from different geographic locations in the state who are concerned and interested in the development of career education in Kansas. The council members were selected by the Commissioner and his staff from a list of names compiled by career education practitioners, KSDE staff members and local administrators.

This group acted in an advisory capacity to the Commissioner of Education and to the State Board in matters relating to the Career Education State Plan. One meeting of the group was held in October and one meeting in November 1977. The council was divided into four working committees assigned to work in specific areas relating to Plan development. Committees were assigned to needs assessments, regional and state conferences, budgeting and legislation. The Input Council performed evaluation functions as they related to contractor activities.

The Career Ed Practitioners Task Force:

The State Plan was developed with the assistance of 14 local Career Education Practitioners. This committee was appointed by the Commissioner of Education.

The Practitioners group was responsible for assisting the contractor in designing and editing those parts of the state plan that relate to local school activities, assisting in collection of needs assessment data, developing materials and providing career education awareness programs for groups throughout the state and identifying and evaluating local, state and national resources for assisting in planning, developing and implementing career education. The practitioners group met in November and December 1977.

KSDE Taks Force:

Within the Department of Education the Commissioner of Education designated the Assistance Commissioner and the directors of the Educational Services Division as a group to present reports of the state plan as it is being developed. This Task Force disseminated specific information on the Career Education Plan to local schools. The KSDE Task Force did not meet prior to January 1, 1978. Meetings were scheduled for February, March and April of 1978.

Pre-Service, In-Service Ad Hoc Committee:

This committee was composed of educators selected to represent the colleges and universities in the state who prepare teachers. This group reviewed the State Plan and provided input regarding the relationship of teacher training to pre-service and in-service Career Education needs.

Needs Assessment

Four specific needs assessments were conducted for Career Education State Plan development. The following needs assessment activities were completed:

- (1) Career needs for handicapped students at the sixth and twelfth grade levels
- (2) Career needs as perceived by labor, business and industry
- (3) Personnel development needs for infusing career education into secondary education
- (4) Vocational needs as they relate to implementing career education
- (5) Teacher training institution needs for preparing and inservice

- A. Data from all of these needs assessment were received in January and compiled by February 9, 1978. Instruments to collect this data were designed by the contractor in cooperation with members of the Input Council, the Practitioners' Task Force and selected members of the KSDE Staff.
- B. Needs assessment of 6th and 12th grade level handicapped students. The objective of this assessment was to gather information about what is being done and what was not being done in Career Education for special education students at these two levels. Data was used to formulate plans and recommend specific career and vocational activities for this segment of the school population.
- C. The present status of preservice and inservice career education personnel development programs in teacher education institutions in the state was assessed. Previously completed needs assessment data indicated the potential numbers of teachers, counselors and administrators who desired either initial or supplemented training in implementing career education. The objective of this years assessment was to determine the capacity of teacher education institutions to produce specific types and kind of inservice and preservice programs in career education. The data collected was used to establish a plan to coordinate the efforts of the teacher education institutions in delivering personnel development programs necessary to effectively implement career education. The one- and five-year plan for career education was developed with the assistance of the Teacher Education Council appointed by the Commissioner of Education.
- D. An instrument to collect information about career education needs of labor, business and industry was developed and administered to a selected sample of persons representing this spectrum of the public. Similar data was collected in 1976 from a nine county area of Southeast Kansas and the present assessment is being done on a statewide basis to acquire comparative information to help validate the Southeast Kansas information. The instrument was also used to collect information to identify certain resources available for career education. The returns indicated a high interest in career education by those labor, business and industry people contacted. The information gathered provided additional data needed for carrying out career education awareness activities in the state as well as providing evidence of community support in implementing career education.
- E. Existing and Potential nationwide resources. Last years planning efforts in career education resulted in the establishment of a career education resource component to the Kansas Education Dissemination and Diffusion System. This is a section of the KSDE and the services of Information Retrieval are available free to all local schools in the state. The Kansas Career Education Newsletter was initiated in September 1977. Each issue carries a list as well as a resume of selected resource materials from both state and national sources and are made available through the KSDE Career Education office. A Guide To Career Education Resources at the Local, State and National Levels was produced during the second year.

- F. Short and long range plans for implementing career education. Six regional conferences were held in accessible geographic locations in the state having been scheduled for January, 1978. The purpose of these conferences was to obtain the thinking of a large number of people about the goals, objectives and activities as they related to the planning and implementation of career education in local communities in the state.

To date two Goals, two Process Objectives, and 16 Process Objectives have been developed as a basis for the career education state plan.

The development of the sections of the state plan dealing with state administration of career education has been completed. This section of the plan covers personnel qualifications, administrative structure, advisory groups and other items relating to how Career Education will be integrated into the State Department of Education and maintain the leadership and technical assistance required to have the degree of Career Education wanted and needed in Kansas. The Input Council made its recommendations concerning the plan to the Commissioner of Education after the statewide meetings were completed.

10. EVALUATION

- A. Contractor The evaluation of the work being carried out by the contractor, InterAmerica Research Associates, was done by the Input Council and a committee within the KSDE composed of the Assistant Commissioner of Education Services, the director of the Education Improvement and Development Section and the Career Education specialist. These two groups monitored and evaluated activities as outlined in the contract being carried out by the company.
- B. Advisory Groups Evaluation of these four groups was based on meetings held, agenda items and recommendations produced by each group.
- C. Needs Assessment The evaluation of Needs Assessment procedures was evaluated and approved by the Planning Section of the KSDE and by a special committee selected from the Input Council. Instruments and methods of sample selection and data treatment were monitored by these two groups.
- D. Resource Identification The state Career Education coordinator was assigned the duty of identifying career education resources and materials. The Kansas Educational Diffusion and Dissemination System has the responsibility of developing a promising practices file, a human resources file and access to national files on career education information. The evaluation of career education materials was done by the Practitioners' committee. The Career Education newsletter carries information about resources available for local schools. The Kansas Career Information System was developed by the KSDE as a service to local schools.
- E. Dissemination Strategies The Input Council, the Practitioner group and the LINK staff and the state Career Education coordinator was designated as the ones to disseminate state plan information. This was being done through presentations to local and regional groups identified through the state career education coordinator's office. Through the Newsletter and the regional meetings,

requests for assistance in all regions of the state were requested through the state office and those requests referred to council members residing in that area of the state. To date forty such presentations have been made in as many locations in the state. A majority of the requests for information have come from local schools where local boards of education have initiated career education as a priority for their schools.

- F. Program and Fiscal Management The contractor responsible for developing the State Plan started work on November 1, 1977. The evaluation of program management and fiscal management in plan development was assigned to a committee of three persons selected from the Input Council. This committee monitored the contract activities and was responsible for calling attention to those tasks in the plan development contract which were not being expeditiously achieved. This committee was responsible for assisting the Career Education Coordinator in developing alternate time-lines. This committee had met twice since November 1 and made recommendations on changes in program and fiscal matters as they related to the contract.

Findings.

The actual work on the development of the second phase of the State Plan started November 1, 1977. The evaluation of the needs assessment instruments to be used to collect data identified a number of changes in the data collection treatment process. This required that three of the instruments be changed and that certain changes be made in the selection of the sample. The changes should provide more relevant data. The evaluation of the programs proposed for the six regional conferences indicated that time allocated for input from those attending the meeting was far too short and as a result the discussion time was doubled and presentations by staff about career education and the plan were reduced.

- G. Dissemination During the first half of this grant period a total of 850 copies of the proposed state plan for career education were distributed to persons throughout the state. Comments on the plan were requested. The six state meetings held in January were designed to collect information from interested persons on the final content of the plan.

Five career education newsletters were produced and sent to 1200 persons in the state. These newsletters contained awareness information on career education.

The six regional meetings planned served as a means of disseminating information about the state plan as did a state-wide Governor's conference.

- H. Special Activities Through the cooperative effort of the Nebraska Commission on the Status of Women, six Kansas schools were selected to field test curriculum material designed to reduce sex stereotyping in career counseling materials. These materials are being produced under a special grant to provide counselors with information to expand career options.

- I. Awareness During the extension period two documents were produced relating to making people aware of the State Plan and Career Education. One document titled "The Things You Always Wanted to Know About Career Education But Were Afraid (rightly so, too often) They Were Hidden Away in Some Dull, Stuffy, Technical, Complex, and Obscure State Plan" is nine pages in length and conveys to the lay public what the Career Education State Plan is all about.

The second document is in the form of a brochure containing a brief description of the Career Education concept and the importance of local coordination in planning and implementing Career Education.

Both documents have been widely distributed in Kansas.

- J. Resources The identification and cataloging of resources, including persons knowledgeable about different aspects of Career Education was completed during this phase. The Education Development and Dissemination System carries the names and credentials of 37 persons available within the state to assist local schools in implementing Career Education. A system for filing, cataloging and storing the large amount of Career Education materials at the State Department office was accomplished. The system allows the Career Education office to respond to requests from the field relating to curriculum materials, audio visual materials and other information about Career Education.

APPENDIX A

Proposed STATE PLAN

FOR CAREER EDUCATION IN KANSAS

June, 1977

**KANSAS STATE DEPARTMENT OF EDUCATION
120 E. 10th
Topeka, Kansas 66612**

PLEASE REVIEW AND COMMENT. THE FINAL
5-YEAR PLAN MUST BE COMPLETED BY MAY
OF 1978. THANK YOU.

Reviewed by: _____

Address: _____

Phone: _____

Review Copy Received: |_____| |_____| |_____|
month day year

Review Completed: |_____| |_____| |_____|
month day year

Return comments to: Career Education Plan—
State Department of Education—120 E. 10th St.—
Topeka, Kansas 66612.

**A PROPOSED STATE PLAN FOR CAREER EDUCATION
IN KANSAS**

"ROUGH DRAFT"

JUNE 1977

Central Research Corporation
900 First National Bank Tower
Topeka, Kansas 66603
(913) 233-8948

PREFACE

The State System of Public Schools

The Kansas system of public schools is controlled by publicly elected officials and is supported with public funds. The public schools under the jurisdiction of the State Board of Education, a ten-member elected lay board, are comprised of (1) 306 school districts and Ft. Leavenworth, which does not have a high school (K.S.A. 72-6747, Sec. 25, of Second Unification Act); (2) nineteen community junior colleges; (3) fourteen area vocational-technical schools; (4) School for the Deaf; and (5) School for the Visually Handicapped. The population served by these schools totaled 468,441 in 1976 with 31,596 certified (administrators, teachers, librarians, counselors) and 16,073 non-certified (clerical, maintenance, transportation, teacher aides) personnel. The general supervision of the public system, which encompasses a scope of programs from kindergarten through postsecondary level, is the responsibility of the State Commissioner and the State Department of Education.

The State Department of Education

Under the jurisdiction of an elected State Board of Education, the Kansas State Department of Education operates within the mandates of an amendment to Article 6 of the State Constitution, which was passed in 1966 and became operational in January 1969. A Commissioner of Education was appointed by the State Board to administer the activities of the Department, which combined the former State Department of Public Instruction and the State Board for Vocational Education. In 1975, a new Commissioner was appointed to be responsible for implementing board policy, managing the state school system, and providing overall leadership in education. Three assistant commissioners who direct the divisions of the Department and, as a group, serve as the Department's executive committee are responsible for fulfilling three major functions: educational services, financial services, and agency services.

The State Board of Education

The ten members of the State Board are elected to alternating four-year terms from districts comprised of four of the state's senatorial districts. In 1972, following the adjournment of the Legislature, district boundaries were redrawn by the courts to coincide with the establishment of the new senatorial districts. In 1969, the State Board assumed administrative authority for Kansas Technical Institute at Salina; and, in 1970, the Kansas School for the Deaf at Olathe and the Kansas School for the Visually Handicapped at Kansas City were brought under its jurisdiction. In 1976, the State Board relinquished its authority over Kansas Technical Institute to the Board of Regents. (1976 Supp. K.S.A. 72-4331a (L. 1976, Ch. 312, Sec. 1)

The State Board of Education is dedicated to the coordination and promotion of a statewide system of education which ensures educational opportunities for all persons to develop those individual capabilities needed to live productively in society. The State Board of Education views its ultimate role as an advocate for students in the educational process, but it accepts the fact that implementation of the actual delivery system does and should rest with local education agencies. To identify, clarify, and assert the role of the State Board, the following goals were adopted on July 13, 1976.

1. The State Board of Education will recommend and support legislation which ensures positive and progressive development of an educational system in Kansas based on identified needs and a periodic evaluation of current and future educational programs.
2. The State Board of Education will adhere to the principle that the purpose of guidelines, rules and regulations, state plans, and directives is to achieve balance between constitutional and legislative intent and local determination of policies, priorities, and procedures.
3. The State Board of Education will promote the principle of consultation to local education agencies as an important function of the Department.
4. The State Board of Education will maintain an awareness of pending federal legislation affecting education and will work to ensure that federal guidelines, rules, and regulations provide the widest latitude to states consistent with intent of Congress.
5. The State Board of Education will establish priorities so that resources, staff, and funds can be allocated to the extent necessary to complete adopted projects and activities to a high degree of proficiency.
6. The State Board of Education will encourage and support continuing efforts to implement teacher education programs which emphasize competencies needed in addition to academic preparation.

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INTRODUCTION

INTRODUCTION

The Overall Task

The overall task of this total effort is to develop over a two-year period of time a five-year plan for career education in Kansas (see below). The years listed below extend from July 1 to June 30.

1976-77	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83
Planning YEAR 1	Planning YEAR 2	Implem. YEAR 1	Implem. YEAR 2	Implem. YEAR 3	Implem. YEAR 4	Implem. YEAR 5

PLANNING

IMPLEMENTATION

Grants of approximately \$50,000 per year were made to the Kansas State Department of Education (KSDE) to conduct a two-year planning process that would involve individuals and groups representing a wide spectrum of perspectives on and interest in career education.

Since much has already been done in career education in Kansas, the present effort attempted to pull together and build on the previous efforts.

The Overall Planning Document

This planning document is the result of the first year of planning and includes:

- (1) an attempt to briefly summarize the previous work that has been done in Kansas since the concept of career education was introduced early in this decade,
- (2) an attempt to gain agreement on a definition of career education in Kansas and to generally clarify the concept of career education as a group of representative Kansas leaders wish it to be in Kansas,
- (3) a description of the various resources in Kansas that can be tapped and built on in planning out the future for career education in Kansas,
- (4) a proposed overall management plan for career education as it is coordinated by the Kansas State Board of Education and the Kansas State Department of Education,
- (5) specific goals and objectives proposed for the second planning year and the five implementation years,
- (6) a proposed plan for inter-agency cooperation, and
- (7) proposed overall strategies.

The Overall Approach

The overall approach to developing this document has been a rather simple but generally acceptable and effective one:

1977

JANUARY

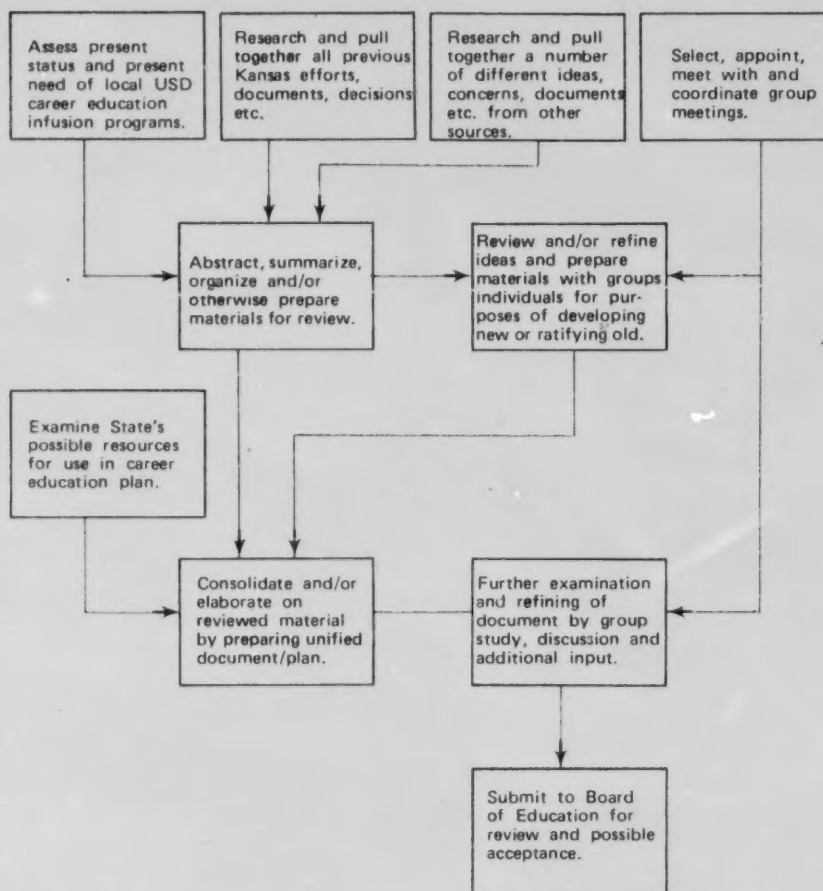
FEBRUARY

MARCH

APRIL

MAY

JUNE



The staff work of researching, surveying, collecting, assessing, preparing, summarizing, reviewing and refining was accomplished with the assistance of a local research organization. The decision making and policy formulation was accomplished utilizing the experiences, judgment and expertise of a large number of career education practitioners, educational administrators, teachers, business and labor representatives, agency representatives, and representatives of other key groups or interests.

The Career Education Input Council

The following is a breakdown of the specially appointed Career Education Input Council. This group allowed for the involvement of representatives from a wide variety of agencies, groups, types of people, geographic locations and concerned/interested segments of the state. This type of broad involvement was specified for the planning process in the funding grant.

This group was (and continues to be) a key review group in the planning process. They have the responsibility for final review of all materials before they are submitted to the Kansas State Board of Education for possible acceptance as the state career education plan.

The Research Contractor, with assistance from his staff, acts as executive secretary and operational director for the Input Council. The State Plan Director, who is a member of the Kansas State Department of Education professional staff, coordinates the efforts and assists in the effective and productive use of this council as a sounding board in plan development. This Input Council received material through the mail as it was developed and met monthly to carry out their part in State Plan development.

State Education Agency

Dorothy Groesbeck, Chairman
State Board of Education
Wilbur Rawson, Head
Career Education

Governor's Office

Jim Maag
Legislative Liaison

Business and Industry

Jack Pearson, Executive Director
Kansas Assn. of Commerce/Industry
Paul Fleenor, Research Director
Kansas Farm Bureau
Nelson Galle, Executive
Hesston Corporation
Gary Sherrer, Executive
Capitol Federal Savings

Labor

Ralph McGee, Executive Secretary
Kansas State Federation of Labor
Jack McGlothlin, State Director
United Transportation Union

State Labor Department

Dr. James McCain, Secretary
Human Resources Department

Local Education Agencies

Dean Stucky, Deputy Superintendent
Wichita Public Schools
Charles Stone, Director of Instruction
Garden City Public Schools
Gordon Schultz, Principal
Whitewater Elementary School

Ann Garvin, Teacher
Topeka High School

Quida Pyle, Teacher
McPherson Junior High School

Higher Education

Dr. Jack Barnett, Chairman
Dept. of Curriculum and Administration
Kansas State College at Pittsburg

* Community College

Dr. Carl Heinrich, President
Butler County Community College

Board of Regents

Dr. John Conard, Executive Officer
Kansas Board of Regents

Area Vocational-Technical Schools

Roy Berry, Director
Kaw Area Vocational-Technical School

School Board

Mrs. Denise Apt, President
Kansas Assn. of School Boards

Media

Stan Stauffer, Executive
Stauffer Publications

Guidance Counselor

Mary Kosier, Guidance Counselor
Central Ks. Area Vo-Tec School

Parent

Mrs. Kathleen White, President
Kansas PTA

Student

Carol Hedges, President, Senior Class
Topeka High School

*Hazel Rockhold from the Hutchinson Community College was added at a later date.

A total of five monthly meetings were held (February, March, April, May and June) and this Council was primarily responsible for formulating the state definition, final review of goals and objectives and final review of the total state plan. This Council will continue during the second year of planning.

Career Education Practitioners Committee

This group was composed of persons directly involved in managing and implementing Career Education at the local level. They were selected from the total group of local career education facilitators and directors who have been meeting twice each year for the purpose of exchanging materials, practices, curriculum materials and acting as an informal advisory group to the Kansas State Department of Education. This group met with the state plan coordinator and the director for career education, monthly, for the purpose of supplying additional input and reviewing the state plan as it was being developed. They also met in regional group meetings between monthly meetings.

Dr. Bertram Caruthers
Kansas City USD 500

Ken Best
Wichita Curriculum Center

Roy Piper
Southwest Kansas AVTS

Ernie Honas
Hays USD 489

Bettye Coughenour
Ottawa Junior High School

Danny Lewis
Shawnee Mission USD 512

Bruce Poage
Clay Center USD 379

Deanne Coward
Liberal AVTS

Jody Bauman
North Central Kansas AVTS

William Saunders
Garden City USD 457

Larry Wills
Topeka USD 501

Marcia Lundin
Topeka West High School

This committee met as a total group five times (February, March, April, May and June) and also held regional meetings between total group meetings.

Kansas State Department of Education Task Force on Career Education

This group was originally appointed by the Commissioner of Education in October of 1975 but revised in 1977. Its purpose is to provide input, review, and act as the communication link between the different sections of the State Department of Education. The Career Education Director acts as chairman of this group. The task force is composed of administrators who can also represent the vocational education, special education, curriculum, guidance, post-secondary and adult, and fiscal sections of the department. This group reacts to the various recommendations as well as providing their own input into the development of the State Plan.

Merle Bolton, Commissioner
State Department of Education

Percy Sillin, Assistant Commissioner
Agency Services Division

L. C. Crouch, Assistant Commissioner
Education Services Division

Dale Dennis, Assistant Commissioner
Financial Services Division

Welcome Rumbaugh, Director
Post-secondary Administration

James Marshall, Director
Special Education Administration

Dean Prochaska, Director
Vocational Education Administration

Phil Thomas, Director
Educational Improvements and Development

Warren Bell, Director
State and Federal Programs Administration

This KSDE task force met approximately five times, primarily during the last two planning months. (May and June).

Preservice, In-Service Ad Hoc Committee

This committee is presently composed of educators selected to represent the colleges and universities who prepare teachers.

Dale Scannell, Dean of Education
Kansas University

Jordan Utsey, Dean of Education
Kansas State University

Truman Hayes, Dean of Education
Emporia, Kansas State College

Wesley J. Sandness, Dean of Education
Kansas State College at Pittsburg

Lavier Staven, Dean of Education
Fort Hays, Kansas State College

Leonard Chaffee, Dean of Education
Wichita State University

Wilbur Oldham, Dean of Education
Washburn University

Bob Kelly, Executive Director
Kansas Association of Independent Colleges

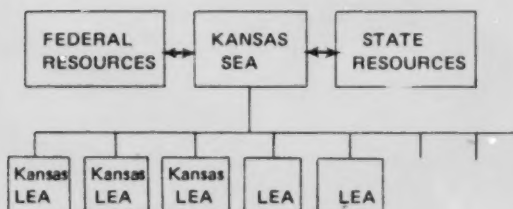
After two aborted attempts to schedule meetings, it was decided to send this group individual copies of the rough draft of the state plan for individual review and comment. Their group counsel will be sought frequently during the second planning year.

The Relationship of Year 1 and Year 2 Planning

The development of a total Career Education State Plan is conceived in Kansas as a two-level planning task that will be completed at the end of the second planning year (June 30, 1978).

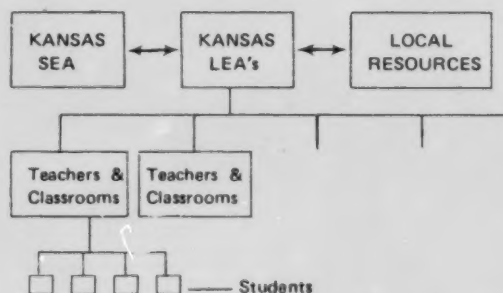
1976-77 LEVEL 1 PLANNING

Product: State-wide Career Education Plan 1 dealing with an analysis of present district-level involvement, progress, and needed assistance from the state educational agency (SEA) in order to reach goals and objectives aimed at involving and helping LEA's to develop policies, goals and programs in career education (at the district level).



1977-78 LEVEL 2 PLANNING

Product: State-wide Career Education Plan 2, based on needs analysis within all participating LEA's and dealing with systematic implementation (administration, staff development, curriculum, community involvement, etc.) of LEA policy, goals and programs for Career Education (at the classroom and local community level).



Because Level 2 planning is more specific and detailed, the results and implications of Level 2 planning will be used to validate, refine and generally detail the earlier (Level 1) planning document. The needs analysis for Level 1 planning will focus on an assessment of perceived district level program development needs whereas more specific needs related to local implementation of programs will be examined in Level 2 planning.

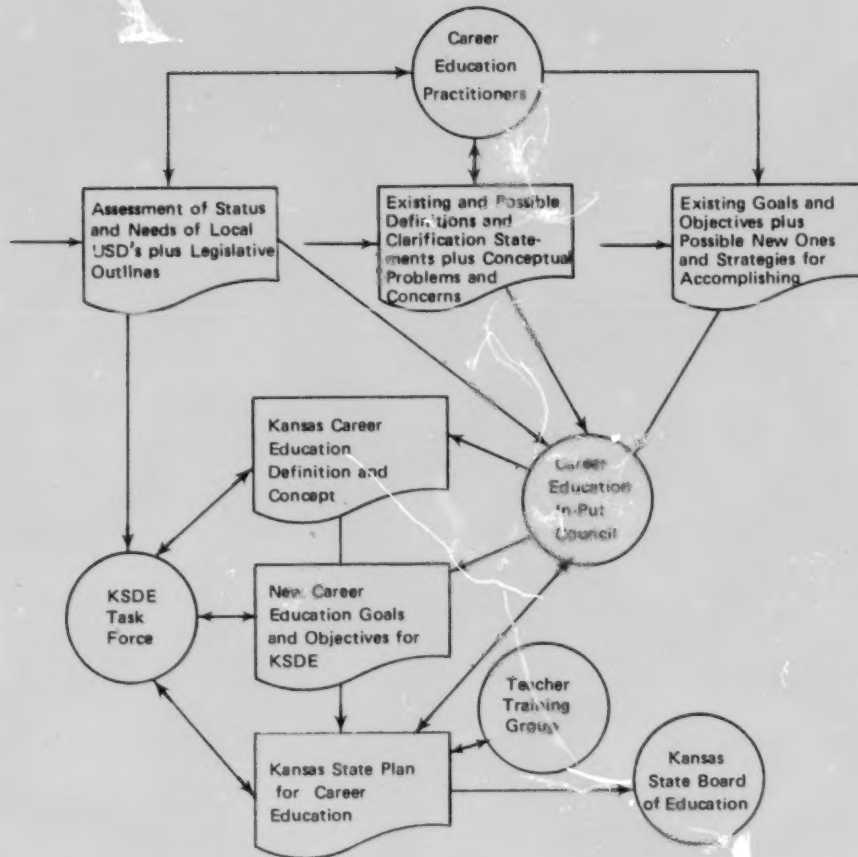
Level 1 planning.

Planning activities and a statewide plan for career education as it relates to aid and assistance from the state to school districts and toward implementing career education at the local level should be completed by June 30, 1977. The following components will be completed as a part of Level 1 planning:

1976-77

1. The state's definition and conceptual base for career education.
2. An assessment of the present status and the consequent efforts needed to achieve a high level (goal level) of school district awareness, adoption, and implementation of career education.
3. The goals and objectives for implementing career education efforts in the districts during the next five years.
4. The strategies for achieving the general goals and objectives, including those relative to special target groups and elimination of stereotyping of opportunities for race and/or sex.
5. Involvement of the state's business-labor-industry-professional-government community in career education planning.
6. Involvement of state teacher education institutions in career education planning.
7. Workable systems for evaluating, disseminating, fund raising and coordinating among various state agencies and among state agencies and local education agencies.

FIRST PLANNING YEAR
1976 - 77



○ group processing
□ document

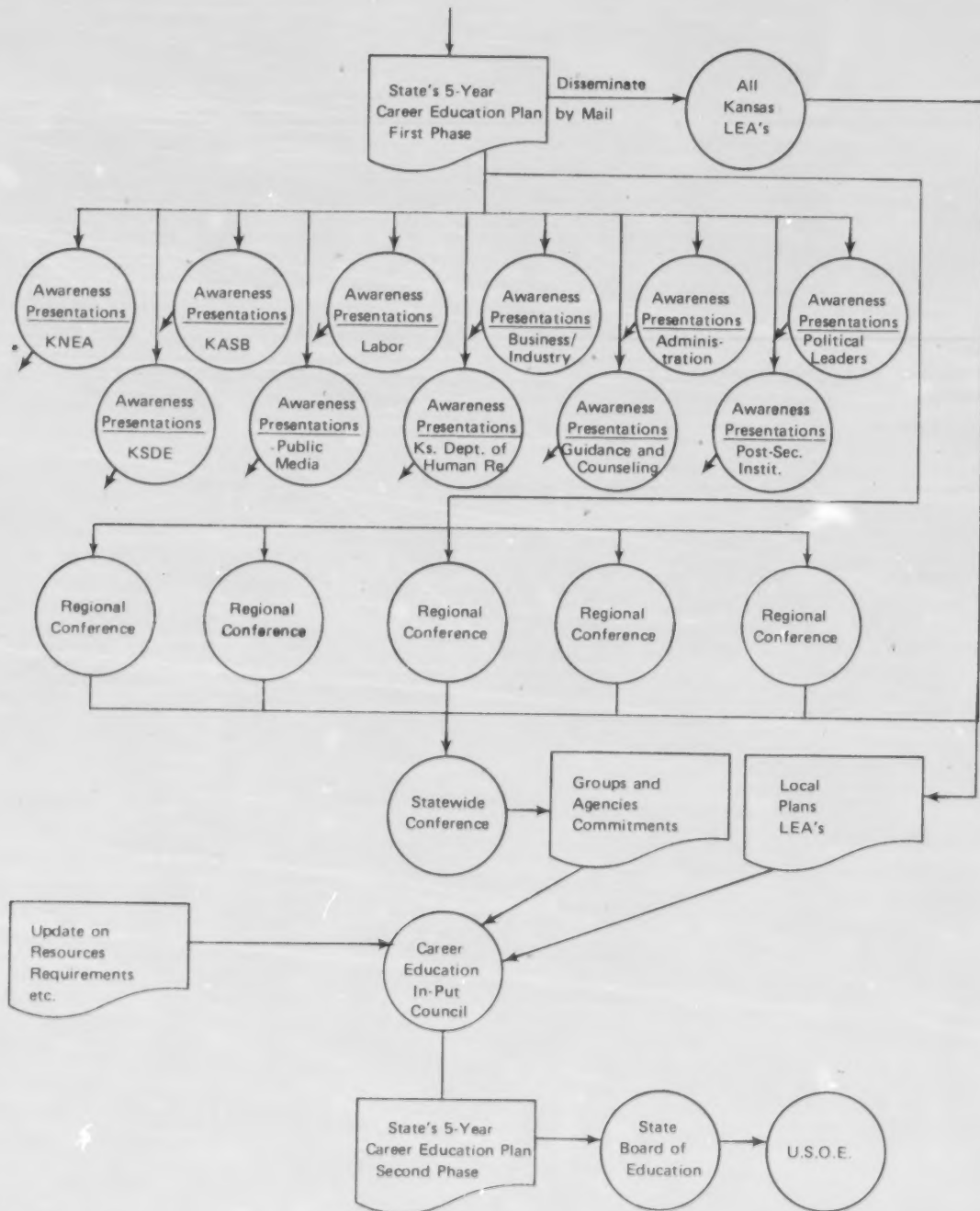
Level 2 planning.

The second year of planning will be aimed at extending the planning activity into all local agencies and schools, and increasing the involvement and participation of key education and work-related groups and agencies. Results of second year involvements and planning at the school and district level will be used to check, validate and/or refine the first year plan. The following components will be completed as a part of Level 2 planning.

1977-78

1. The complete first year's plan (or a shortened version) will be distributed to all local school districts, to other schools and agencies (community colleges, AVTS, universities, KNEA, etc.) and to other key groups in the state for review and comment.
2. Regional conferences will be held for purposes of exploring the plan and getting additional input. Local school districts and other schools will be asked to extend the planning into their own operation and to share their planning (2-page document) with KSDE.
3. An overall state conference will be held for purposes of explaining, promoting and demonstrating career education along with gaining commitment (plans) from major state groups who are interested in assisting in implementing career education.
4. First year plan will be refined using new material.

SECOND PLANNING YEAR 1977-78



*Arrow indicates further dissemination to members and association.

□ document

○ group processing

BACKGROUND

This section of the overall state plan provides a brief view of the background of the career education movement, both as a national effort and as a state effort. No attempt, however, will be made to be exhaustive in dealing with the historic threads and developmental milestones of career education. Rather, a general approach will be used to provide both a historical foundation and an overall context for those who would appreciate some orientation to the concept and present effort.

The Recent Beginnings and History

Credit for the recent intensive efforts toward a series of educational reforms labeled as "career education" clearly belongs to Sydney P. Marland, U. S. Commissioner of Education, (Office of Education, U. S. Department of Health, Education, and Welfare). Commissioner Marland formally introduced the concept in a major talk delivered in January of 1971 where he used the following definition:

"The fundamental concept of career education is that all educational experiences, curriculum construction, and counseling should begin the preparation for economic independence and an appreciation for the dignity of work."

Later that same year Commissioner Marland struck a bargain with the chief state school officers that led to the eventual funding of career education demonstration projects (model projects) in all states. Originally (1972), Part C of the Vocational Education Act (Research and Training) was the funding vehicle for stimulating career education while in 1973, 1974, 1975 and 1976, Part D (Exemplary Programs and Projects) of the Vocational Education Act was used.

A parallel effort was initiated in 1972 by the National Institute of Education (NIE) which also lasted through 1976. Again, the aim of the funding was to develop career education models and stimulate and test career education approaches.

The Education Amendments of 1974 authorized, and the 1976 Amendments extended, authority to do state planning, assess national needs, develop a clearing-house, and develop additional exemplary models. Amendments also allowed for the establishment and funding of an Office of Career Education and a National Advisory Council on Career Education.

New federal legislation that will provide larger amounts of funds for implementing the anticipated state plans are, at this time, in the form of H.R. 7 (popularly referred to as the Perkin's Bill) and S. 1328 (popularly referred to as the Hathaway Bill.)

Clearly, there has been, and continues to be, a federal initiative. But if the federal government gets credit for initiative, the State of Kansas can well lay claim to quickly embracing and energetically implementing the concept in a wide variety of actual learning situations throughout the State. The first Kansas career education projects (Clay Center, Lawrence, and Kansas City) even predate Commissioner Marland's formal introduction of the concept. Below is a skeletal outline of some of the major career education events in Kansas since 1970:

- 1970 — First career education grants (federal) to Clay Center, Lawrence and Kansas City
- 1971 — First use of Kansas Vocational Education Funds to support exemplary career education projects
- 1972 — First rural school career education grant to Hill City
- 1972 — Subgoal on career preparation is developed as a part of the Statewide Goals for Education for Kansas
- 1972 — First Statewide Governor's Conference on Career Education is held
- 1972 — First survey is conducted on School Superintendents' Needs for Career Education implementation
- 1972 — First Title III (ESEA) support for innovative career education projects
- 1973 — Position paper on career education is accepted by State Board of Education
- 1973 — First Statewide Career Education Leadership Training Conference is held
- 1973 — First Model for Career Education Personnel Development is developed
- 1973 — First Plan for State Career Education Personnel Development is developed
- 1973 — First Goals for Career Education is developed by academic Deans and KSDE

- 1973 — Three Year Action Plan for Career Education is developed
- 1973 — Kansas Guide for Career Education is developed
- 1973 — Series of in-service training sessions is instituted
- 1974 — Legislative Concurrent Resolution on Career Education is passed
- 1974 — Statewide Conference on Career Education is held
- 1975 — First state appropriation for Career Education is made (\$200,000)
- 1975 — Interlocal Agreement Legislation is passed that allows for "Career Education Cooperatives"
- 1975 — Federal grant is made to Wichita School District for large career education component project
- 1975 — Guide for Implementing Career Education in Kansas Schools is developed
- 1975 — First position allocated in KSDE for Career Education Specialist
- 1976 — Federal grant for a one year, five region study of progress in career education is received
- 1976 — Statewide needs assessment for career education is completed
- 1976 — Postsecondary Conference on Career Education is held in state
- 1977 — Comprehensive statewide planning activity for 5-Year Career Education Plan begins

Obviously, the present state planning activity is by no means the beginning of career education in Kansas. Rather, it can better be understood as a "pulling together," "refining," and "building on already successful efforts of many types of activities." This point is important to understanding the specific strategies used in developing this comprehensive five-year career education plan for Kansas.

Earlier Beginnings and Roots

Recognition should be given to the fact that many of the concepts, pressures, and approaches in the recent career education movement have solid historic roots. This applies both to state and federal efforts. Vocational Education and Vocational Guidance efforts are obvious in Kansas as early as the 1880's and in response to the emerging role of the public schools in preparing Kansas young people for a growing and complex industrial society.

Some conceptual beginnings for career education appeared even as early as the first discussion and actual development of public schools around 1800. Certainly there are the seeds of career education concepts in the "common schools movement" between 1830 and 1880, in the land grant colleges, in the progressivism of the American Herbartians (later the National Society for the Study of Education), in the commissions and committees of the National Education Association (1893, 1895, 1899, 1911, and 1918), and in the writing of John Dewey, the Smith-Hughes Act of 1917, and Life Adjustment Movement following World War II.

Certainly also, the pressures for more relevant preparation of our young people that resulted from the 1957 launching of Sputnik I and that took the form of the 1958 passage of the National Defense Education Act (NDEA) are important predecessors of career education. Likewise, the difficult years of the 1960's and what appeared to be a growing generation gap between young people and the prevailing order, set the stage for reform. Finally, the use of education for social change, as evidenced in parts of the 1956 Elementary and Secondary Education Act, and the obvious growing problems of welfare (alluded to in Marland's definition), and the seemingly growing mismatch between public education and labor market conditions, are all part of the mix from which the career education concept emerged. By 1971, career education was clearly a concept that its time has come.

Although career education is obviously an attempt to bring together the schools, the rest of the community, and adult living, it is still essentially an educational reform extending from K through 16. It is not in itself a reform of work, leisure, family, or other related aspects of adult living.

Present Status of Career Education in the Kansas Unified Public School Districts

A total of 306 of the 307 Superintendents of Unified School Districts in Kansas returned a questionnaire aimed at (1) estimating their progress at infusing career education into the curriculums of their schools and also (2) aimed at assessing their present needs and future needs for this activity. The following pages will summarize the section on present progress. It should be kept in mind that this particular questionnaire left the definition and ultimate level of infusion up to the Superintendent and indications of progress are no doubt set against varying standards and expectations.

- When asked how they viewed the progress of infusing career education into their classrooms almost one-half (48%) indicated that their district had completed the implementation of career education at the 25 to 50 percent level. Only about 4% indicated no progress, 24% indicated 5 to 20 percent complete, 21% indicated 55 to 75 percent complete, 2% indicated 80 to 95 percent complete and one superintendent indicated complete (100%) infusion.
- Approximately 54% of the superintendents indicated that their district has a general education philosophy and/or written policies which include provisions for career education while 46% indicated no such philosophy or policies.
- Approximately 24% of the superintendents indicated that a career education needs assessment has been completed while 76% indicate no needs assessment.
- Approximately 8% of the superintendents indicated that their district has a career education advisory group while 72% indicated no such group presently existed.
- Approximately 20% indicated that their district presently has set goals and objectives for career education in their district while 80% indicated no such effort at this point.

The superintendents also indicated how many of their district personnel have received at least some form of inservice in career education. Below are the approximate figures (rounded).

Elementary teachers	5,300
Jr. High/Middle School teachers	1,500
High School teachers	2,500
Guidance/Counseling staff	400
Paraprofessionals/Aides	105
Others	135 (generally administrators)
Total	9,940

These results themselves indicate that there has been a good amount of inservice of educational personnel (approximately 10,000) to this point in Kansas (of which superintendents are aware) but no attempt was made to assess the nature, depth, adequacy, completeness or quality of what has already gone on.

- Superintendents indicated that some type of career education coordinator/director has been identified in 50% of the districts and not identified at this point in the other 50%. Of those coordinators who have been identified as such, 89% are spending part time at career education while 11% are full time at it. Below is a breakdown of the primary professional backgrounds of the coordinators/directors.

Elementary/Secondary teachers	22%
Career Education Specialist	12%
Curriculum Specialist	10%
Guidance/Counseling	31%
Outside Business/Industry	5%
Vocational Education	7%
Administrator	12%
Librarian/Lay person	1%

- Approximately 60% of the superintendents indicated they are presently (this year) spending some estimatable amount of local funds for career education (from \$45 to \$100,000). The amounts of local funds being spent this year on career education in Kansas USD's totaled \$1,284,012. Twenty-two (22) districts indicated they will spend a total of \$341,816 in Federal funds this year on career education, twelve (12) districts indicate spending \$82,663 of state monies this year, and seven (7) districts are spending \$12,795 obtained elsewhere.

Local Budgeting	\$1,284,012
Federal Funds	\$341,816
State Funds	\$82,663
Other Funds	\$12,795
Total	\$1,721,286

- One hundred seventy-four superintendents (55%) anticipated that they would spend approximately \$942,000 next year on career education. This is a figure well below (54%) the indicated spending of the present year (\$1,721,286) and can be understood in part by the lack of federal and state funds available for the 1977-78 year.

- When asked what their district had developed in the way of successful career education materials, activities or innovative approaches which might be adopted for use in other Kansas school districts, the following items were indicated:

	<u>No. of districts</u>
Curriculum infusion materials	31
Career counseling	67
Utilizing community resources	75
Use of advisory groups	30
Elementary level career education activities	58
Career exploration programs	63
Career information systems	57
Group career counseling	39
Career education for handicapped	22
Career education for gifted	8
Career education for potential drop-outs	25
Simulated work experience	48
Unpaid work experience (for credit)	40
Work observation or shadowing	30
Student placement services	33
Field trips	89
Computer assisted instruction	6
Developing job survival skills	22
Planning vocational programs	39
Seminar courses in career education	1
Work/Study programs	1

Among the more frequent components of career education to which Kansas districts have turned their attention; field trips, approaches to utilizing community resources, career counseling and career education exploration programs appear most.

- Superintendents suggest the names of 121 Kansas educators (from their own district) that could provide consultation and training to other school districts.

CONCEPT CLARIFICATION

CONCEPT CLARIFICATION

The Kansas Definition

The following definition was developed in the early 1977 planning process and represents the results of examining and discussing many different definitions and conceptual components.

"Career education is the effort of schools and the community to help all individuals recognize and appreciate the values of a work-oriented society, to implement these values into their lives, and to acquire competencies so that work becomes possible, meaningful, and satisfying to each individual."

Operational Definition

Although the ultimate design of a complete career education approach is up to the local agency, a school system or school with a "complete" career education approach might have the following characteristics and approaches:

- True to life and more concrete problems and assignments to teach subject matter in a relevant context (e.g., reading newspapers, using a family or business budget to learn mathematics, etc.). This would also increase students' exposure to various types of careers and family tasks, be intrinsically motivating and reinforce the concept that school is preparation for adult living.
- A cross flow of students and teachers with people from various aspects of the community. This would involve speakers and resource people coming into the classrooms and schools, and impacting on educational decisions and curriculums (speakers, temporary teachers, participation in career education fairs, etc.). It would also involve students and teachers going into the community or utilizing community settings and resources for teaching and joint planning for educational experiences (summer placement of teachers, student placements, field trips, etc.).
- An "information and resource center" that teachers and students can use to find out about the nature of various types of careers, necessary preparation, education and training, availability of opportunity, etc. It would also contain curriculum materials and other resource materials.
- Classroom teachers who understand, are well trained in, and who support the basic concepts of career education.

- An active community-school advisory board made up of local people who are concerned about career education.
- An appointed coordinator of community resources who is concerned with involving many, but not overtaxing certain community resources.
- A career oriented counseling/placement capability that focuses on the individual students.

Clarification Statements

The following statements were proposed by the Career Education Practitioners' Committee as helpful elaborations on the definition of career education in Kansas:

- The societal objectives of career education are to help all individuals (a) want to work, (b) acquire the skills necessary for work in these times, and (c) engage in work that is satisfying to the individual and beneficial to society.
- The individualistic goals of career education are to make work (a) possible, (b) meaningful, and (c) satisfying for each individual throughout his or her lifetime.
- Prerequisite to good career education decision making is an understanding of a person's own knowledge of his/her own needs, values, and skills.
- The resources required for implementing career education are to be found in many parts of the community and are not limited to those in the schools.
- Career education is for all persons — the young and the old, the mentally handicapped and intellectually gifted, the poor and the wealthy, males and females, students in elementary schools and in graduate schools.
- Parents, business, labor, community organizations, agriculture, etc., have a dual role to play in career education; (1) as a source of input from the community as to its expectations and (2) as resources for career education (e.g., speakers, exploration, volunteer students, study trips, on-the-job study, etc.)
- Classroom walls should be extended to include the total education and learning environment.
- Wise career education decisions require direct exposure to varied experiences whenever possible so that various options can be evaluated in their context.

- Student participation in the work world should be viewed as an educational activity and not as economic competition.
- Students should not be exploited as cheap labor.
- Career education is NOT just another name for vocational or technical education. Whereas vocational education is a "program" with very specific aims, career education is a "concept" with some very broad, long-range goals. Career education does not narrowly focus on specific training for a specific job placement. Instead, it provides an educational opportunity to explore many occupational alternatives and should widen the scope of choices.
- Vocational education is a part of Career Education, and the terms are in no way synonymous. Career education is for ALL students and encompasses ALL occupational areas of interest.
- Career Education is NOT "anti-college" or "pro trade skills." Although one of the aims of the Career Education program is to achieve 100 percent placement of high school graduates, it is placement in one of four categories: (1) the active job market, (2) apprenticeship programs, (3) junior colleges, or (4) a university.
- Career Education encourages a university education for all students interested in a career which requires an advanced degree.
- Career Education is NOT just "another course" to be stuffed into the existing curriculum. The concept of Career Education needs to be incorporated into the curriculum — the courses which already exist. A central idea is to relate the basic subject matter to the real world in which we live so that the 3 R's become meaningful and relevant to every student. There is no such thing as a "career education textbook." The objective is to fuse the Career Education concept into the existing curriculum so that it becomes the major body of activity.
- Career Education DOES NOT "lock in" a student at an early age to any particular career or occupational group. Career Education allows and encourages students at all grade levels to "explore" occupational areas in which he is interested. He is not bound by any tentative selections and is free to explore as many occupations as he desires. Career Education allows the individual to see and try alternatives in the decisions of life.

- Career Education must increase the relevance of school by focusing on the learner's perceptions of work and of himself as a worker.
- Career Education must recognize the variety of individual learning styles; that some learn better from "hands on" experience and others from abstract concepts. For that reason, Career Education is not to be limited to the classroom. It relates to all learning environments and learning experiences from early childhood throughout the productive life of the individual. In early childhood it should provide an awareness of the nature of the world of work as well as the importance of work itself in our society. As the child moves through his school years he increases his familiarity with the world of work and acquires knowledge necessary to obtain meaningful employment upon leaving school. He should be able to resume his schooling at any time throughout his life to improve his capacity to meet changing job requirements or to enrich his personal life.
- One's need for education and one's careers extend from preschool through retirement and career education should span one's entire life.
- The developmental process for an individual may practically be identified in five general phases:
 1. Awareness — perception of the world of work and of the workers, of self, of leisure time, of resources
 2. Orientation — internalization of knowledge, analysis, and consideration of general directions and goals
 3. Exploration — engaging in active seeking and testing of options
 4. Selection — narrowing, evaluating and choosing options
 5. Action — implementing the decision and continuing appraisal of choice
- Career Education, in addition to its prime emphasis on paid employment, extends to activities of student as a learner, to the growing number of volunteer workers in our society, to the work of the full-time homemaker, to work as a citizen, and to work activities in which one engages as part of leisure and/or recreational time.

The additional statements below were extracted from the position paper published by the Kansas State Department of Education in January of 1973 and were generally considered "still valid."

Career education is . . .

- An effort to diminish the separateness of academic and vocational education.
- An area of concern which has some operational implications for every educational level or grade from kindergarten through all postsecondary education.
- A process of ensuring that every person exiting from the formal educational structure has obtained an awareness of career opportunities, including exploration and work experience, and has developed employable skills necessary for entry and advancement in the work world.
- A direct response to the importance of facilitating individual choice, making it so that occupational preparation and the acquisition of basic academic skills can be coordinated with developing individual preference.
- A way of increasing the relevance of education for a greater number of students than is currently true by making all subject matter at every grade level more meaningful.
- A design to make education an open system in that school leavers and dropouts, including adults, can reaffiliate with the system when their personal circumstances or job requirements make this feasible.
- A structure whose desired outcomes necessitate cooperation of all segments of the community with the local educational units in utilizing all available resources.
- An enterprise utilizing new technologies and materials of education to meet developing needs (i.e., individualized programming, simulations).
- A form of education which provides background for developing academic, occupational, and avocational skills for all students.
- A system for developing positive and wholesome attitudes toward all useful work.

OVERALL STRATEGIES

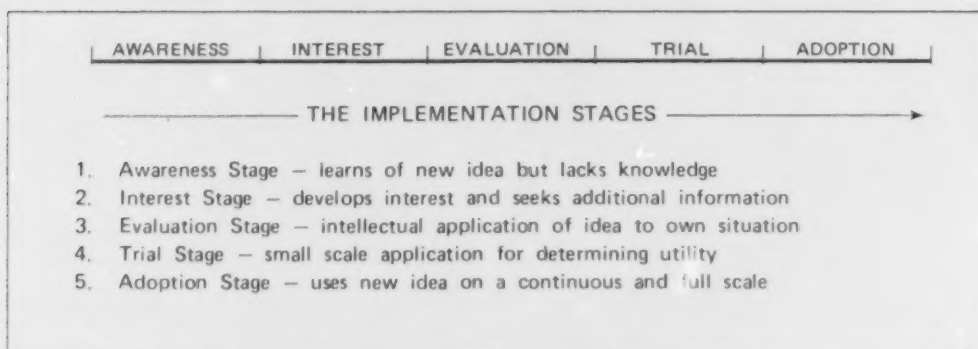
STRATEGIES FOR CAREER EDUCATION PLANNING AND IMPLEMENTATION

1. Much has already been developed and tested in career education (guides, model programs, etc.) and the task should be more to identify, select and adopt/adapt appropriate concepts, programs, activities, components and curriculum material rather than to develop new and innovative concepts, programs, activities, components and curriculum material.
2. New planning, development and implementation in Kansas should build on previous efforts and gains where possible.
3. Assistance from the state level should recognize the prerogative of local districts and schools to set their own local goals and determine appropriate activities for meeting their own goals in their own ways.
4. Technical assistance to local schools and school districts for facilitating educational changes and improvements, assistance in identifying and selecting appropriate and workable approaches, and assistance in infusing career education into the various types and levels of classroom instruction, should be provided to local school districts and schools that express a need for such assistance.
5. Steps should be taken towards developing a program of continually expanding awareness, improvement and participation of Kansas citizens in educational efforts and career education implementation.
6. The use of educational jargon should be minimized in Kansas career education planning and implementation.
7. Support and encouragement should be provided for any and all groups who wish to do independent planning and development.

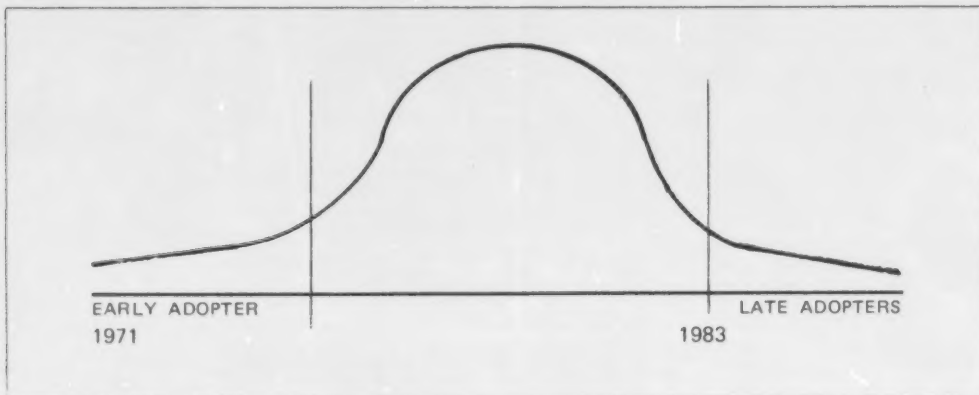
THE STRATEGIES FOR IMPLEMENTATION

The implementation of career education into the school districts and schools of Kansas is conceptualized as a traditional adoption/adaption of innovation or change task. The two major implications of this conception have to do with (1) the probable stages of implementation that must occur for each school district or school and (2) the shape and rate of the implementation process.

Stages. The model for stages which is briefly outlined below comes from the Works of Everett M. Rogers and is solidly based in several decades of research. The amount and type of information that is needed (dissemination) is dependent on where the potential adopter(s) is in the process. Some school districts and schools in Kansas are presently as far along as the trial and the adoption stage but most are still in the awareness and interest stage (need awareness, promotion and concept clarification information). The public is surely in the first stage.



Adoption Rates. Kansas is probably still at the point where only the very early adopters have made implementation decisions. The bulk of the districts that do adopt Career Education will probably be adopting and implementing (if federal funds become available) during the 1979 to 1982 years and some districts will probably not implement career education until after the 5-year plan is over.



THE NEEDS OF LOCAL SCHOOL DISTRICTS

According to the survey of all local superintendents (public USD's), the three most frequently mentioned needs from the state agency for implementing career education in their districts were: (1) financial assistance (74%), (2) inservice training for their instructional staff (68%), and (3) curriculum materials (62%).

FINANCIAL NEEDS

In terms of additional funding (all sources), 167 superintendents (54%) indicated that they would need approximately four and one-half million dollars for their school districts over the next 5 years. The other 46% were either unable or unwilling to estimate a needed amount. The larger school districts are, however, included in the 54% who were able or willing to estimate and the total amount needed would certainly not exceed \$7,500,000. Although averages do not mean much when school districts vary so greatly as they do in Kansas, the average additional amount needed over the next 5 years (per district) computes to \$24,429. Figured another way, this amounts to about \$17 per student for career education (437,771 FTE).

Certainly the superintendents see career education implementation as requiring some additional funds (from \$700 to \$500,000) over the next five years and certainly the bulk of this would have to come from their own local budgets even if 80% of the presently anticipated federal funds (Perkins Bill) were to flow through to local districts.

INSERVICE NEEDS

In terms of additional inservice training of instructional staff for career education, 17% of the superintendents indicated that all (100%) of their teachers would benefit. Approximately 7% indicated 80 to 95 percent, 28% indicated 55 to 75 percent, 40% indicated 25 to 50 percent, 7% indicated 5 to 20 percent and only 1% indicated none of their instructional staff would benefit from additional career education inservice training. Clearly the numbers of instructional personnel who would benefit from additional career education inservice are large.

GOALS AND OBJECTIVES

7.5

GOALS AND SUBGOALS

GOAL 1. It is the goal of the Kansas State Board of Education and the Kansas State Department of Education to increase the overall awareness of Kansans to the benefits of career education, to stimulate support for career education, and to promote the adoption of a comprehensive career education approach in all public and private Kansas districts and schools.

Subgoals.

- 1a. To increase public awareness and support through an ongoing effort of preparing and making available to all forms of public media a series of informative articles and news releases on career education.
- 1b. To increase general awareness and knowledge by identifying and/or developing and making available a selection of effective explanatory materials (print and audio-visual) for assisting in communicating the concepts and benefits of career education to the general public, educators, administrators and board members.
- 1c. To increase general awareness and knowledge by developing and promoting the use of a statewide network of speakers' bureaus for talks centering on career education.
- 1d. To increase the awareness, understanding and support of key Kansas groups by disseminating the proposed state plan and seeking participation and involvement of such groups in the additional refining, planning and implementing of the state plan.
- 1e. To stimulate and promote awareness and the infusion of career education into all Kansas classrooms and curriculum by involving the schools and their patrons in the additional refining, planning and implementing of a career education plan for Kansas.

GOAL 2. It is the goal of the Kansas State Board of Education and the Kansas State Department of Education to provide assistance and aid to all Kansas schools in their efforts to implement career education.

Subgoals.

- 2a. To assist in and facilitate implementation efforts by developing and/or aiding in the development, and the dissemination of, guidelines for career education planning and implementation.
- 2b. To assist in implementation by working with all Kansas schools in the development of comprehensive career education plans.
- 2c. To assist in implementation by providing, to the extent possible, financial aid for the implementation of local career education plans.
- 2d. To assist in the implementation of career education at the district and school level by developing and maintaining a centralized and comprehensive technical information and resource center (at KSDE) with easy access.
- 2e. To assist in implementation by identifying, validating and helping support a series of local Kansas career education demonstration programs.
- 2f. To assist and facilitate implementation by assisting districts and schools in the identification, selection and adoption/adaption of workable career education instructional material and approaches.
- 2g. To assist and facilitate implementation of career education in the schools of Kansas by supporting the efforts at all Kansas teacher training institutions towards the infusing of a career education approach into the educational preparation of all prospective teachers and administrators.

- 2h. To assist and facilitate implementation in Kansas schools by arranging for and supporting career education in-service training of present career education coordinators, classroom teachers, administrators, board members and community support personnel.
- 2i. To assist in implementation by coordinating planning, implementation and resource sharing among all local school districts and educational agencies and between local districts and agencies and other state, regional and national agencies.
- 2j. To assist in and facilitate implementation efforts by identifying and making available to all local educational agencies a cadre of experienced and technically able resource people.

- Subgoal 1a. To increase general public awareness and support through an ongoing effort of preparing and making available to all forms of public media a series of informative articles and news releases on career education.

Rationale, Strategy and Funding

This goal is based on the conviction that public awareness, public understanding, and public support is a desirable component of the total process of implementing career education in Kansas.

The approach will be to initiate and maintain a flow of well written articles and news releases that can be used as articles or news reports or that serve as a series of basic background documents for the media to use in developing articles and news releases. Larger articles will be prepared and released directly to the media on a quarterly basis (each year) and news releases will be prepared in connection with all news-worthy career education events. Articles will also be disseminated to practitioners and coordinators for their release to local newspapers and news broadcasters.

Supplemental efforts will also be made in attempting to stimulate the interest and support of public media owners/managers/editors.

Local coordinators and practitioners will also be encouraged to develop public information components in their own local plans.

Efforts towards meeting this goal and these objectives will be the responsibility of the state coordinator and his/her staff and no funds beyond salaries and regular office expenses will be needed.

Subgoal (1a)

To increase general public awareness and support through an ongoing effort of preparing and making available to all forms of public media a series of informative articles and news releases on career education.

OBJECTIVE NUMBER	WHAT WILL BE DONE	BY WHOM	WHEN	FUNDING NEEDED	FUNDING SOURCE
1a1	Copies of 6 separate series of 4 articles each (24 separate in-depth career education articles) will be prepared and released on a quarterly basis (1 per quarter) to Kansas newservice agencies and public media organizations throughout the state.	Developed by Career Education Coordinator and reviewed by Commissioner's office	Completed and released on a quarterly basis for years 1977-78 through 1982-83	Included in allocation for coordinator's salary, secretarial time and office materials	KSDE budget
1a2	News releases will be made in anticipation of, concurrent with, or immediately following all major meetings, conferences, decisions, appointments and newsworthy events relating to career education and KSDE.	Developed by Career Education Coordinator and reviewed by Commissioner's office	As appropriate	No special funds required	No special funds required
1a3	Local district and community college career education plans and applications for funding will contain a comprehensive and workable public information and promotion component.	Specifications will be developed by Educational Improvement and Development Section and plans checked by Contract Approval Section	As required by local funding schedule	No special funds required	No special funds required
1a4	State publishers, station managers and editors will be contacted by mail (lists from Kansas Press Association and Kansas Association of Broadcasters) and given background information on career education along with an offer of assistance if special materials, people to be interviewed, etc. are desired.	Career Education Coordinator	By September 1, 1977	\$500	2nd year planning monies

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Subgoal 1b. To increase general awareness and knowledge by identifying and/or developing and making available a selection of effective explanatory materials (print and audio-visual) for assisting in communicating the concepts and benefits of career education to the general public, educators, administrators and board members.

Rationale, Strategy and Funding

A clear and consistent "story" about the need for, the benefits of and the roles that various groups can play in bringing about career education in Kansas is necessary.

Background materials, handout material, dissemination material and audio-visual aids would be identified and/or developed for use in general activities such as talks to groups, requests for information and promotional efforts (conventions, membership mailings, etc.) and made available to all individuals and groups interested in furthering general awareness and understanding of what career education is and is not.

Administrative (KSDE) monies from federal funds would be used for meeting this goal and the goals would need to be met in the first year or so of the total project.

Subgoal (1b)

To increase general awareness and knowledge by identifying and/or developing and making available a selection of effective explanatory materials (print and audio-visual) for assisting in communicating the concepts and benefits of career education to the general public, educators, administrators and board members.

OBJECTIVE NUMBER	WHAT WILL BE DONE	BY WHOM	WHEN	FUNDING NEEDED	FUNDING SOURCE
1b1	Develop and make available 5,000 copies of a brochure that promotes and explains career education, its benefits and the plans for Kansas. Tie-in state leadership support.	Educational Improvements and Development Section	By Oct. 1, 1977	\$4,000	2nd year planning funds
1b2	Develop and make available 10,000 copies of a flyer/handout that explains career education and promotes infusion. Tie-in state leadership support.	Educational Improvements and Development Section	By Oct. 1, 1977	\$3,500	2nd year planning funds
1b3	Develop and make available 5 copies of a sound synchronized audio-visual program that explains and promotes career education in Kansas.	Educational Improvements and Development Section	By Oct. 1, 1977	\$5,000	2nd year planning funds
1b4	Seek out and utilize key professional and business associations (KNEA, KACI, Unions, KASB, etc.) to aid in the dissemination of career education awareness materials (and presentations) to members.	Educational Improvements and Development Section	By Oct. 1, 1977	No special funds required	No special funds required
1b5	Brochures, flyers/handouts and audio-visual aids will be reworked, refined, reprinted and made available in sufficient quantity to continue explanation/promotion activity.	Educational Improvements and Development Section	During 1980-81 implementation year	\$12,500	Federal funding

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Subgoal 1c. To increase general awareness and knowledge by developing and promoting the use of a statewide network of speakers' bureaus for talks centering on career education.

Rationale, Strategy and Funding

It is important in the total implementation process to have people available for, and being utilized as, speakers for civic and service clubs, PTA's, business groups, etc.

Members of advisory groups, practitioners, in-service trainers, KSDE personnel, political leaders and others will be identified in every geographic area of the state for this purpose and will be supported (materials, audio-visual aids and promotion) in their efforts.

Funding for such support and coordination will be done by the state coordinator's office and funds for this purpose will be used from the dissemination category of state funding received by KSDE.

Subgoal (1c)

To increase general awareness and knowledge by developing and promoting the use of a statewide network of speakers' bureaus for talks centering on career education.

OBJECTIVE NUMBER	WHAT WILL BE DONE	BY WHOM	WHEN	FUNDING NEEDED	FUNDING SOURCE
1c1	To develop, publish and disseminate a list of available public speakers (on career education) for use in service, civic or professional group meetings in various areas of the state.	Educational Improvements and Development Section	By August 1, 1978	\$750	State career education funds
1c2	Provide supportive material and travel expenses for speakers bureau activities.	Educational Improvements and Development Section	During 5 implementation years	\$2,500 per year	State career education funds

Subgoal 1d. To increase the awareness, understanding and support of key Kansas groups by disseminating a briefer version of the state plan and seeking participation and involvement of such groups in the additional refining, planning and implementation of the state plan.

Rationale, Strategy and Funding

Although much has already been accomplished in implementing career education at the local level, there is a need to further increase the awareness, understanding and involvement of various groups and various segments of the state's population in career education planning and implementation.

Meetings and conferences based on the initial first year draft of the proposed state plan will be held for the purpose of actively reviewing and refining the overall plan for statewide activities.

These meetings and conferences will take place during the second planning year and will be funded from U.S.O.E. planning funds.

Subgoal (1d)

To increase the awareness, understanding and support of key Kansas groups by disseminating a briefer version of the state plan and seeking participation and involvement of such groups in the additional refining, planning and implementation of the state plan.

OBJECTIVE NUMBER	WHAT WILL BE DONE	BY WHOM	WHEN	FUNDING NEEDED	FUNDING SOURCE
1d1	Meetings and conferences for reviewing and refining the state plan will be scheduled and held with leaders of KNEA, KASB, Unions, KACI, Department of Human Resources, Board of Regents, Administrators Association, Community Colleges, the Guidance Association, media groups, etc.	Educational Improvements and Development Section	August, September, and October of 1977	\$5,000	2nd year planning funds
1d2	Arrangements for disseminating supportive materials to members and associates will be made with all groups contacted and met with in the above objective.	Educational Improvements and Development Section	August, September, and October of 1977	No special funding needed (enclosure in regular mailing/ newsletter)	No special funding needed
89					

- Subgoal 1e. To stimulate and promote awareness and the infusion of career education into all Kansas classrooms and curriculum by involving the schools and their patrons in the additional refining, planning and implementing of a career education plan for Kansas.

Rationale, Strategy and Funding

This subgoal is based on the concept that acceptance of the state plan and motivation for implementing the state plan will be greater if local agencies are actively involved in the formulation of the 5-year plan.

The strategy will be to disseminate the plan (first phase or year 1) to all local educational agencies and then to sponsor 5 regional conferences for all local area LEA coordinators and administrators (with community support people when possible) for purposes of reviewing, refining and involving more people in the plan for career education. Also a statewide Houston-type conference will be sponsored.

Funding will come from the 2nd year planning funds.

Subgoal (1e)

To stimulate and promote awareness and the infusion of career education into all Kansas classrooms and curriculum by involving the schools and their patrons in the additional refining, planning and implementing of a career education plan for Kansas.

OBJECTIVE NUMBER	WHAT WILL BE DONE	BY WHOM	WHEN	FUNDING NEEDED	FUNDING SOURCE
1e1	Disseminate copies of the state career education plan (1st year) to all USD's, LEA's and community colleges for thier inspection and comments.	Educational Improvements and Development Section	By Sept. 1, 1977	\$2,500	2nd year planning funds
1e2	Conduct 5 regional one-day conferences/workshops for purposes of explaining, getting in-pu and refining the career education plan.	Educational Improvements and Development Section	February 1, 1978	\$12,500	2nd year planning funds
1e3	Conduct annual statewide career education conferences of district representatives and key state and local supporters.	Educational Improvements and Development Section	April of 1978, 1979, 1980, 1981, 1982 and 1983	\$5,000 per annual conference	2nd year planning funds and federal funding
92					

Subgoal 2a. To assist in and facilitate implementation efforts by developing and/or aiding in the development, and the dissemination of, guidelines for career education planning and implementation.

Rationale, Strategy and Funding

This goal is based on the expressed need for clear and helpful guidelines and directions which has been expressed by local school districts. Although local districts may well vary from any outlined set of guidelines for implementation or planning, such guidelines are usually helpful and do facilitate implementation and planning efforts.

Previous Kansas developed documents as well as the best from other states' efforts will be used and/or refined in an effort to provide aids for all groups (B.J.E.'s, coordinators, guidance personnel, etc.) with special interests or roles.

The State Coordinator's office will be responsible for initiating the activity and utilizing the talents of a well balanced group of experienced practitioners and local administrators in the development of these guidelines. This goal should be a priority item during the early years of the total effort.

Funds will come from federal sources.

Subgoal (2a)

To assist in and facilitate implementation efforts by developing and/or aiding in the development, and the dissemination of, guidelines for career education planning and implementation.

OBJECTIVE NUMBER	WHAT WILL BE DONE	BY WHOM	WHEN	FUNDING NEEDED	FUNDING SOURCE
2a1	Review and revise the Kansas overall Guide for Implementing Career Education and make 1,000 copies available.	Career Education Coordinator	Dec. 15, 1978	\$5,000	State career education funds
2a2	Prepare a coordinated guideline document for school board members and superintendents and disseminate 3,500 copies.	Career Education Coordinator	Dec. 15, 1978	\$2,500	State career education funds
2a3	Prepare a coordinated guideline document for coordinators of district programs and disseminate 500 copies.	Career Education Coordinator	Dec. 15, 1978	\$4,200	State career education funds
2a4	Prepare a coordinated guideline document for community college career education infusion and disseminate 100 copies.	Career Education Coordinator	Dec. 15, 1978	\$3,750	State career education funds
2a5	Provide a coordinated guidance and counseling guideline document and disseminate 1,500 copies.	Career Education Coordinator	Dec. 15, 1978	\$4,700	State career education funds
2a6	Provide community involvement guideline documents for visiting speakers, hosts for on-site visits, hosts for work placement, career education days/fairs, and other vital components of a comprehensive and make 5,000 copies available.	Career Education Coordinator	Dec. 15, 1978	\$7,500	State career education funds

Subgoal 2. To assist in implementation by working with all Kansas schools in the development of comprehensive career education plans.

Rationale, Strategy and Funding

A state plan that has implications for local school districts and community junior colleges should include both the participation and the desires and needs of those agencies. The need for such basic involvement has implications itself both for the quality of any such plan and the acceptance and motivation for implementation of such a plan.

This goal is the central focus of the second year of career education planning (preparation of a five-year plan for Kansas) and the activities associated with meeting this goal will be funded by second year planning funds.

Subgoal (2b)

To assist in implementation by working with all Kansas schools in the development of comprehensive career education plans.

OBJECTIVE NUMBER	WHAT WILL BE DONE	BY WHOM	WHEN	FUNDING NEEDED	FUNDING SOURCE
2b1	Develop and disseminate a guide for career education planning and a model plan for local education districts.	Educational Improvements and Development Section	By Dec. 1, 1977	\$2,500	
2b2	Develop and disseminate a guide for community colleges for career education planning and a model for community colleges.	Educational Improvements and Development Section	By Dec. 1, 1977	\$2,500	
2b3	Develop and disseminate criteria for approval and a format for making application for financial assistance from KSDE for implementing career education.	Educational Improvements and Development Section	By Dec. 1, 1977		

Subgoal 2c. To assist in implementation by providing, to the extent possible, financial aid for the implementation of local career education plans.

Rationale, Strategy and Funding

Anticipated federal legislation suggests that approximately 60% to 80% of federal funds received for career education should flow through KSDE and into local districts for purposes of supporting implementation efforts at the local levels.

It is also anticipated that the size of individual local grants will be made on a formula basis that is spelled out by either the legislation itself or by rules and regulations developed by U.S.O.E. KSDE will act as the state agent for such grants and will be asked to receive local plans or applications, will evaluate and audit local programs and/or use of funds, and will provide technical assistance in planning or development of such applications.

Local grants would be funded from federal funds.

Subgoal (2c)

To assist in implementation by providing, to the extent possible, financial aid for the implementation of local career education plans.

OBJECTIVE NUMBER	WHAT WILL BE DONE	BY WHOM	WHEN	FUNDING NEEDED	FUNDING SOURCE
2c1	Make available to local educational agencies 60% to 80% of all federal funds received for career education implementation.	Educational Improvements and Development	Each year of federal funding (probably 1978-79 to 1982-83)	1977-78 - 0 1978-79 - \$200,000 1979-80 - \$800,000 1980-81 - \$600,000 1981-82 - \$400,000 1982-83 - \$200,000	Federal funding from U.S.O.E.

Subgoal 2d. To assist in the implementation of career education at the district and school level by developing and maintaining a centralized and comprehensive technical information and resource center at (KSDE) with easy access.

Rationale, Strategy and Funding

One of the general requirements of anticipated federal funding and a necessary component of providing state leadership in career education is the development and maintenance of a career education resource center that includes technical information on programs, curriculum materials, needs assessment approaches, evaluation approaches and other such helpful resources. Such a center for exemplary and innovative educational programs and practices already exists in the KSDE and will be expanded to include more and more detailed technical information on career education.

The "development" part of this goal should be a first year priority with maintenance efforts extending well into the foreseeable future.

Funding will come from U.S.O.E. funds.

Subgoal (2d)

To assist in the implementation of career education at the district and school level by developing and maintaining a centralized and comprehensive technical information and resource center (at KSDE) with easy access.

OBJECTIVE NUMBER	WHAT WILL BE DONE	BY WHOM	WHEN	FUNDING NEEDED	FUNDING SOURCE
2d1	Expand KEDDS Resources computer search capabilities to include not only ERIC, CIJE, RIE, AIM/APM but, as well the specially developed national career education information data and data systems (Oregon/Florida) and the Kansas career education projects file.	KEDDS Resource component		\$25,000 - 1978-79 \$25,000 - 1979-80	
2d2	Expand KEDDS Resources system to include "information for students" capabilities (KVIEW, Kansas labor market data, and career characteristics and preparatory needs data system).	KEDDS Resource component		\$60,000 - 1978-79 \$80,000 - 1979-80 \$20,000 - 1980-81 \$20,000 - 1981-82 \$20,000 - 1982-83	
2d3	Develop and maintain a complete array of alternative career education curriculum materials for inspection and review by school districts and other implementing agencies and groups.			\$9,600 - 1978-79 \$5,450 - 1979-80 \$3,000 - 1980-81 \$2,000 - 1981-82 \$1,000 - 1982-83	
2d4	Develop, publish and disseminate a bi-monthly career education newsletter to have broad circulation throughout the state.	KEDDS Resource component	To commence in July of 1978 and to continue up to completion of five-year plan	\$4,800 per year for 5 implementation years	
104					

53

1.5

Subgoal 2e. To assist in implementation by identifying, validating and helping support a series of local Kansas career education demonstration programs.

Rationale, Strategy and Funding

The ability to observe model programs in operation is considered a necessary aspect of facilitating career education infusion into Kansas classrooms.

A descriptive listing of needed and available local Kansas demonstration projects will be developed. Also, a specific set of criteria will be developed and used for the validation of a small number of Kansas projects and programs. Funds will be provided for detailed explanatory material and for supporting travel to the demonstration site.

The source of funds will be the anticipated federal funds. The demonstration programs should be supported for one, two and three year periods according to the circumstances and scope of the projects.

Subgoal (2e)

To assist in implementation by identifying, validating and helping support a series of local Kansas career education demonstration programs.

OBJECTIVE NUMBER	WHAT WILL BE DONE	BY WHOM	WHEN	FUNDING NEEDED	FUNDING SOURCE
2e1	A set of criteria and a general validation procedure (including team composition) will be developed and pilot tested for identifying and supporting Kansas Career Education Demonstration projects.	Educational Improvements and Development Division	By July 1, 1978	No special funds needed	No special funds needed
2e2	Existing local Career Education projects will be examined for possible validation/funding.	Specially appointed validation teams	By Oct. 1978	\$11,500	
2e3	Grants will be made to 5 to 8 validated demonstration projects.		Annually for 5-year implementation period	\$50,000 - 1978-79 \$50,000 - 1979-80 \$50,000 - 1980-81 \$50,000 - 1981-82 \$50,000 - 1982-83	
1.7					

55

1.8

Subgoal 2f. To assist and facilitate implementation by assisting districts and schools in the identification, selection and adoption/adaption of workable career education instructional materials and approaches.

Rationale, Strategy and Funding

Since the primary task is not so much to develop innovate or new approaches to career education but rather to take advantage of the wide variety of approaches and curriculum materials already available, the implementation and infusion of comprehensive career education is conceived mainly as a rather traditional adoption/adaption effort. It is felt that aid in locating and implementing proven programs is a most important aspect of state leadership. Since Kansas already has a comprehensive dissemination and diffusion system (KEDDS) including change facilitators (LINK) and a computerized information system, this goal will be met through an expansion of the KEDDS (Kansas Educational Dissemination and Diffusion System) program located in the Educational Improvements and Development Section and the statewide network of coordinators who will be trained to serve as the local change agents. Local grant monies will be an additional source of funds for curriculum materials.

Funds will come from the anticipated federal monies and this goal will be worked on through the entirety of the 5 years.

Subgoal (2f)

To assist and facilitate implementation by assisting districts and schools in the identification, selection and adoption/adaption of workable career education instructional material and approaches.

OBJECTIVE NUMBER	WHAT WILL BE DONE	BY WHOM	WHEN	FUNDING NEEDED	FUNDING SOURCE
2f1	Local career education coordinators will be trained in facilitating educational change and utilizing sophisticated procedures for problem identification and information searches.	LINK staff	During 1978-79 year	\$12,500	
2f2	Supportive assistance at the state level will be provided to local change agents/coordinators.	LINK staff	During 5 years of implementation program	\$6,500 - 1978-79 \$16,000 - 1979-80 \$9,200 - 1980-81 \$8,500 - 1981-82 \$4,500 - 1982-83	
110					

Subgoal 2g. To assist and facilitate implementation of career education in the schools of Kansas by supporting the efforts at all Kansas teacher training institutions towards the infusing of a career education approach into the educational preparation of all prospective teachers and administrators.

Rationale, Strategy and Funding

Since "potential" teachers will be a key concern of the whole implementation activity, post-secondary institutions will be asked to participate in the implementation process by infusing the career education approach into their on-going training programs and will receive support and assistance in their efforts.

Subgoal (2g)

To assist and facilitate implementation of career education in the schools of Kansas by supporting the efforts at all Kansas teacher training institutions towards the infusing of a career education approach into the educational preparation of all prospective teachers and administrators.

OBJECTIVE NUMBER	WHAT WILL BE DONE	BY WHOM	WHEN	FUNDING NEEDED	FUNDING SOURCE
2g1	Teacher training institutions will be asked to aid in career education planning by the development of an overall plan for infusing the career education approach into their own teacher training programs.	KSDE	By Feb. 1978	No special funding needed	No special funding needed
2g2	Support will be provided for a Kansas workshop/conference on career education pre-service. The conference will be planned and conducted by training institution representatives and appropriate KSDE staff.	Teacher pre-service committee	During 1978-79	\$12,250	
113					

Subgoal 2h. To assist and facilitate implementation in Kansas schools by arranging for and supporting career education in-service training of present career education coordinators, classroom teachers, administrators, board members and community support personnel.

Rationale, Strategy and Funding

Since one of the most common needs spelled out by local school districts is related to teacher inservicing for career education implementation, a well designed, responsive and on-going program of inservice training for teachers and other educators needs to be developed. The approach proposed here is a yearly contract with qualified agencies, groups and/or individuals based on competitive proposals, built on a thorough analysis of the needs and priorities in Kansas as the infusion program develops.

Subgoal (2h)

To assist and facilitate implementation in Kansas schools by arranging for and supporting career education in-service training of present career education coordinators, classroom teachers, administrators, board members and community support personnel.

OBJECTIVE NUMBER	WHAT WILL BE DONE	BY WHOM	WHEN	FUNDING NEEDED	FUNDING SOURCE
2h1	Contracts will be awarded annually to a qualified bidder(s) (agencies, groups and individuals) for a fixed price program designed to best meet in-service needs. Competitive bidding will be used.	Educational Improvements and Development Section	By July 1	\$50,000 per year for 5 years	
116					

Subgoal 2i. To assist in implementation by the coordinating of planning, implementation and resource sharing among all local school districts and educational agencies and between local districts and agencies and other state, regional and national agencies.

Rationale, Strategy and Funding

Since the state effort will be undertaken as a part of a national effort, Kansas can, no doubt, profit from a coordinated approach that both contributes to and receives from other states. Likewise, coordination and resource sharing between local districts is viewed as an important element of the overall statewide effort.

Overall coordinational responsibilities will reside with the state coordinator's office and will require some funds beyond regular office support funds (newsletter, conferences, travel, etc.). Coordination will begin during planning and continue throughout implementation.

Subgoal (2i)

To assist in implementation by the coordinating of planning, implementation and resource sharing among all local school districts and educational agencies and between local districts and agencies and other state, regional and national agencies.

OBJECTIVE NUMBER	WHAT WILL BE DONE	BY WHOM	WHEN	FUNDING NEEDED	FUNDING SOURCE
211	A system of coordinating resources and resource sharing will be developed and disseminated to all local coordinators and KSDE staff.	Career Education Coordinator	By Feb. 1978	No special funding needed	No special funding needed
119					

- Subgoal 2j. To assist in and facilitate implementation efforts by identifying and making available to all local educational agencies a cadre of experienced and technically able resource people.

Rationale, Strategy and Funding

This goal is based on the conviction that both change process facilitators (LINK Program) and content specialists are a necessary part of any effort to assist local school districts and agencies in adopting/adapting/implementing major new educational programs. Educators entering into new programs or major educational changes can benefit from the knowledge and practical experience of educational specialists who have already learned valuable lessons that apply to implementation of comprehensive career education.

The already existing "Educational Consultant Information System" now operating as a part of the total KEDDS system would be expanded to include a number of capable and interested career education specialists. One new change process facilitator for the career education area will be added to the already existing Kansas LINK Program.

Funds for this effort will come from the dissemination category of the federal funding provided to KSDE.

Subgoal (2j)

To assist in and facilitate implementation efforts by identifying and making available to all local educational agencies a cadre of experienced and technically able resource people.

OBJECTIVE NUMBER	WHAT WILL BE DONE	BY WHOM	WHEN	FUNDING NEEDED	FUNDING SOURCE
2j1	The consultant information system will be expanded to include names of area career education specialists who can serve as technical consultants to local programs.	KEDDS Resource component	During 1977-78	No special funding needed	No special funding needed
2j2	One new facilitator will be hired supported for travel and made available on a no-cost basis to local programs.	KEDDS	5 years of implementation	\$26,000 annually (Salary, travel and general support)	
2j3	Qualified career education specialists will be utilized for special assignment.	KSDE	5 years of implementation	\$4,000 annually	

BUDGET

CAREER EDUCATION BUDGETS FOR SIX YEARS

- * Use Federal Funds
- Use State Requested Funds

Planning	Implementation				
1977-78	1978-79	1979-80	1980-81	1981-82	1982-83

GOAL 1 Awareness/Promotion (TOTAL)

28,120	8,250	8,250	20,750	8,250	8,250
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Subgoal 1a Media

* 370	-0-	-0-	-0-	-0-	-0-
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Subgoal 1b Communication Aids

* 9,250			12,500		
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Subgoal 1c Speakers Bureau

	• 3,250	3,250	3,250	3,250	3,250
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Subgoal 1d Group Meeting

* 3,700					
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Subgoal 1e Conferences

*14,800	• 5,000	5,000	5,000	5,000	5,000
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GOAL 2 Assistance/Aid (TOTAL)

\$5,180	\$499,800	\$1,061,250	\$767,000	\$565,300	\$360,300
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Subgoal 2a Guidelines

	• 27,650				
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Subgoal 2b Planning Assistance

*5,180					
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Subgoal 2c Financial Aid

	80% *200,000	80% *800,000	*600,000	*400,000	*200,000
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Subgoal 2d Resource Center

	• 99,400	115,250	27,800	26,800	25,800
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Subgoal 2e Demonstrations

	• 61,500	50,000	50,000	50,000	50,000
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Subgoal 2f Curriculum Material

	• 19,000	16,000	9,200	8,500	4,500
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Subgoal 2g Pre-Service

-0-	• 12,250	-0-	-0-	-0-	-0-
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Subgoal 2h In-Service

	* 50,000	50,000	50,000	50,000	50,000
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Subgoal 2i Coordination

	-0-	-0-	-0-	-0-	-0-
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Subgoal 2j Resource People

-0-	• 30,000	30,000	30,000	30,000	30,000
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ADMINISTRATION/Consultation/ Advisory Groups (TOTAL)

* 3,700	• 35,000	35,000	35,000	35,000	35,000
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TOTAL NEEDS (awareness, assistance,
administration)

37,000	543,050	1,104,500	822,750	608,550	403,550
--------	---------	-----------	---------	---------	---------

ANTICIPATED FEDERAL FUNDS
(1977-78 Planning Money, 1978-79
and on - Perkins Bill)

* 37,000	\$250,000	\$1,000,000	\$750,000	\$500,000	\$250,000
----------	-----------	-------------	-----------	-----------	-----------

* SPECIAL STATE FUNDS NEEDED
(Total needs-anticipated federal funds)

-0-	293,050	104,500	72,750	108,550	153,550
-----	---------	---------	--------	---------	---------

Note: Annual budget can be detailed in specific activity form for any year by utilizing these summary figures along with the specific objectives to which they are assigned (see Goals and Objectives section).

*Could be from legislature or other sources.

1977-78 BUDGET SUMMARY (Federal Source)

All funds for career education (at this point) would come from the grant from Career Education Office. Money is for planning and plan refinement but components for awareness, expanding, participation and involvement of local planning are allowed.

<u>Goal and Subgoals</u>	<u>Anticipated</u> <u>\$50,000 (100%)</u>	<u>Actual</u> <u>\$37,500 (100%)</u>
1. Awareness		
1a Media	500 (1%)	375
1b Comm. Aids	12,500 (25%)	9,375
1d Group Meeting	5,000 (10%)	3,750
1e Conferences (5)	20,000 (40%)	15,000
2. Assistance		
2b Planning	7,000 (14%)	5,250
Admin/Consult/Adv.Grp.	5,000 (10%)	3,750

1978-79 BUDGET SUMMARY (State Request)

<u>Goal and Subgoals</u>	<u>Request</u> <u>\$293,050 (100%)</u>	<u>Objective</u>
1. Awareness		
1c Speakers Bureau	3,250 (1.1%)	1c1 and 1c2
1e Conferences	5,000 (1.7%)	1e3
2. Assistance		
2a Guidelines	27,650 (9.43%)	2a1, 2a2, 2a3, 2a4, 2a5 & 2a6
2d Resource Center	99,400 (33.91%)	2d1, 2d2, 2d3, & 2d4
2e Demonstrations	61,500 (20.98%)	2e2 & 2e3
2f Curr. Change	19,000 (6.48%)	2f1 & 2f2
2g Pre-Service	12,250 (9.18%)	2g2
2j Resource People	30,000 (10.23%)	2j2 & 2j3
Admin/Consult/Adv.Grp.	35,000 (11.94%)	

1978-79 Budget — State Funds Needed for Career Education

Total anticipated career education budget also includes \$200,000 (federal funds) in direct assistance grants to school districts for implementing career education plus \$50,000 (federal funds) contracted career education statewide training effort for teachers.

Assistance to Local Schools in Implementing Career Education

- Guides for Implementation of Career Education and Copies
 1. Guidelines — general (1,000) \$5,000
 2. Board members/Superintendent (3,500) \$2,500
 3. Coordinators (500) \$4,200
 4. Community Colleges (100) \$3,750
 5. Counseling/Guidance (1,500) \$4,700
 6. Community Involvement (5,000) \$7,500
 - \$26,650
- Career Education Resource Center
 1. Expand computer information search capabilities
to cover career education \$25,000
 2. Expand KEDDS Resource Center to include
"information for students" capability \$60,000
 3. Career Education Curriculum material \$9,600
 4. Bi-monthly newsletter \$4,800
 - \$99,400
- Demonstration Projects
 1. Team evaluation (validation) of all nominated
career education projects \$11,500
 2. Supportive grants to local projects \$50,000
 - \$61,500
- Assistance to Schools in Curriculum Change
 1. Inservice training for local career education
coordinators \$12,500
 2. Technical support for coordinators \$6,500
 - \$19,000

- Teacher Training
 1. Workshops/conferences for developing career education teacher training (pre-service) programs in all 4-year colleges. \$12,250
- \$12,250
- Resource People
 1. Add 1 position to LINK staff, travel expenses and support \$26,000
 2. Utilize local career education specialists as statewide resource people for other school districts . . \$4,000
- \$30,000

Statewide Education Program (Awareness/Promotion)

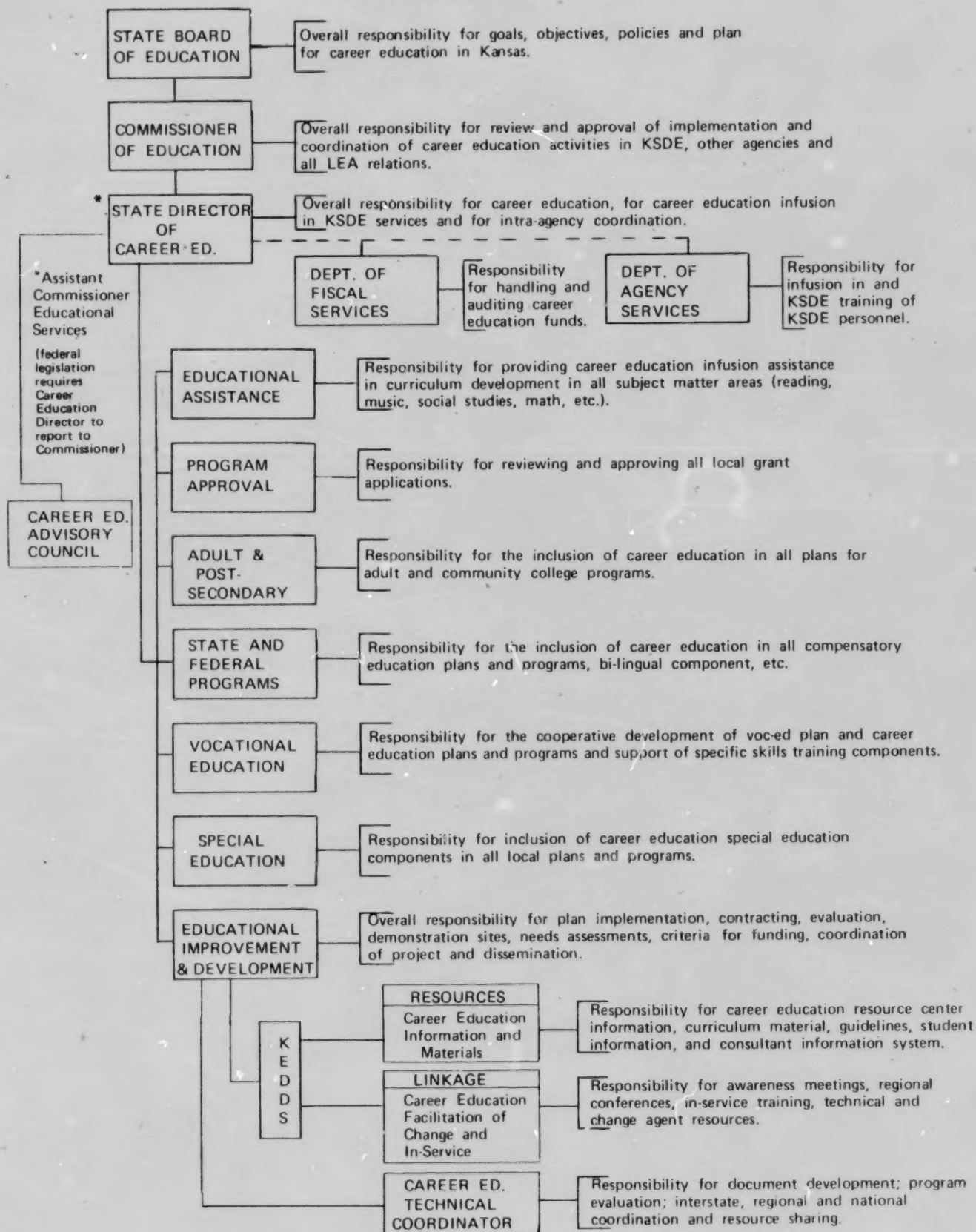
- Speakers, Bureau of Area Speakers
 1. Develop, publish and promote list of qualified career education speakers in various areas of state \$750
 2. Materials for and some help on expenses of career education speakers \$2,500
- \$3,250
- Statewide Career Education Conference
 1. Conference of speakers, demonstration projects, materials available, local planning, etc. \$5,000
- \$5,000

Administration/Consultation and Advisory Group Activities \$35,000

\$35,000

MANAGEMENT

MANAGEMENT AND IMPLEMENTATION RESPONSIBILITIES FOR CAREER EDUCATION IN KANSAS



APPENDIX B

KANSAS
STATE PLAN
FOR
CAREER
EDUCATION
FISCAL YEAR 1979



Kansans
Developing Today
for Tomorrow
Through Career Education



Kansas State Department of Education

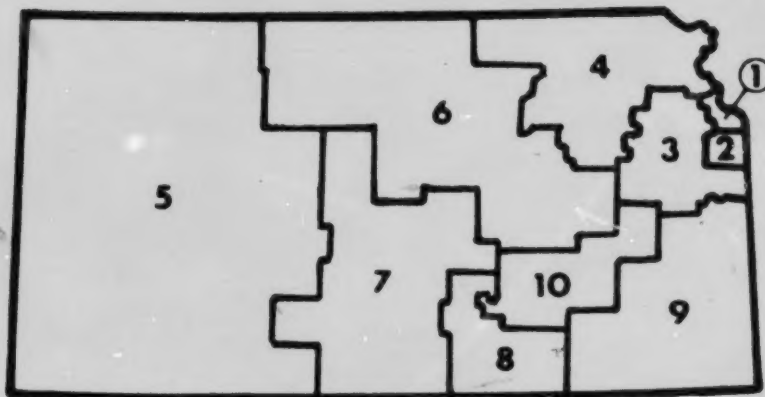
Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

Approved by State Board of Education

October 9, 1978

KANSAS STATE BOARD OF EDUCATION DISTRICTS



STATE BOARD OF EDUCATION

Wallace Smith
District 1

Ruthann Oelsner
District 2

John W. Frazier
District 3

Dorothy G. Groesbeck, Chairman
District 4

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Will T. Billingsley
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District 9

Evelyn Whitcomb
District 10

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

DISCLAIMER

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education. Grant No. 1976 G007604169 and 1977 G007700943

FOREWORD

Career Education describes a focus for education which provides for organizing experiences to assist each individual in becoming a well adjusted, happy, productive citizen. Career Education allows each student to equate education to his/her present and future needs. Career Education integrates occupational and academic education. Career Education involves the home, the school, and the community in providing learning experiences and opportunities for all students to (1) become aware of a large number of different career patterns, (2) to explore different occupations, and (3) to acquire facts needed to make decisions in selecting a career and obtaining preparatory education and training for entry into a chosen occupation.

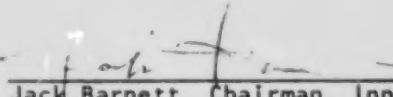
This document reflects the efforts on the part of the Kansas Department of Education to plan for the orderly implementation of this important concept into the educational programs in our schools.

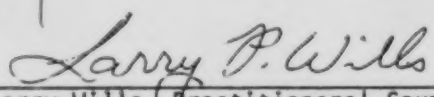
Merle R. Bolton
Commissioner of Education

CERTIFICATION

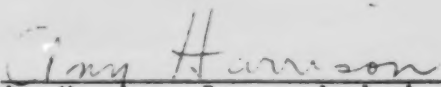
State Career Education Input Council

I hereby certify that this five-year plan for Career Education for the State of Kansas was prepared in consultation with the members of the Input Council and Practitioners' Council.


Jack Barnett, Chairman, Input Council


Larry Wills, Practitioners' Council

I hereby certify that this five-year plan for Career Education for the State of Kansas was prepared in consultation with the Program Analysis and Evaluation Section of the Kansas State Department of Education.


Ann Harrison, Program Analysis and
Evaluation

I hereby certify that this five-year plan for Career Education for the State of Kansas has been reviewed by this office.

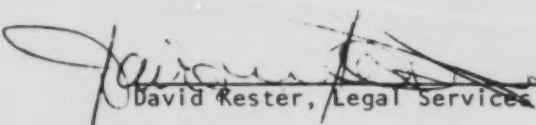

David Kester, Legal Services

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EXPLANATORY NOTES

Following are a few explanatory notes relative to the particular style used in preparing this document and the abbreviations used in the document.

1. The first letters in the term Career Education are capitalized throughout this document. This is done for emphasis only. It is not intended to reflect that Career Education is any more important than other aspects of the educational process.
2. Kansas State Department of Education is abbreviated as KSDE at various times to improve the readability of the document.
3. Abbreviations used in this document and their meanings are as follows:

AIM/ARM = Abstracts of Instructional Materials/Abstracts of Research Materials

APGA = American Personnel and Guidance Association

CIJE = Current Index of Journals In Education

ERIC = Educational Resources Information Center

KACI = Kansas Association of Commerce and Industry

KCIS = Kansas Career Information Service

KEDDS = Kansas Educational Dissemination/Diffusion System

KNEA = Kansas National Education Association

LEA = Local Education Agency

LINK = Linkage system of KEDDS composed of facilitators who work closely with local school organizations

NACE = National Association of Career Education

RIE = Resources in Education

SEA = State Education Association

CREDITS

The State Plan for Career Education in Kansas was developed under the provision of a two-year grant from:

	<u>1977</u>	<u>1978</u>
U.S. Office of Education Grant Number:	G007700943	G007604169
Project Number:	554AH70112	554AH60085
Project Title:	Development of A Comprehensive State Plan for Career Education	
Category of Project:	State Plan	
Project Dates:	July 1, 1976 to June 30, 1978	
Grantee:	Kansas State Department of Education 120 East Tenth Street Topeka, Kansas 66612 (913) 296-3346	
Project Director:	Mr. Wilbur Rawson	
First Year Contractor:	Central Research Corporation 900 First National Bank Tower Topeka, Kansas 66603 (913) 233-8948	
Second Year Contractor:	InterAmerica Research Associates 932 Massachusetts Lawrence, Kansas 66044 (913) 841-4320	
	Dr. Kenneth A. Martinez	

PREFACE

The Kansas State System of Public Schools

The Kansas system of public schools is controlled by publicly elected officials and is supported with public funds. The public schools are under the jurisdiction of a state board of education, an elected ten-member board of lay persons. The general supervision of the public system, which encompasses a scope of programs from kindergarten through post-secondary level, is the responsibility of a state commissioner and a state department of education.

The Kansas State Department of Education operates within the mandates of an amendment to Article 6 of the State Constitution, which became operational in January, 1969. A commissioner of education is appointed by the State Board of Education to administer the activities of the department. This commissioner is responsible for implementing board policy, managing the state school system, and providing overall leadership in education. Three assistant commissioners direct the divisions of the department and serve as the department's executive committee.

The Kansas State Board of Education

The ten members of the Kansas State Board of Education (hereafter referred to as the State Board of Education) are elected to alternating four-year terms from districts comprised of four of the state's senatorial districts.

The State Board of Education is dedicated to the coordination and promotion of a statewide system of education which ensures educational opportunities for all persons to develop those individual capabilities needed to live productively in society. The State Board of Education views its ultimate role as an advocate for students in the education process, but it accepts the fact that implementation of the actual delivery system does and should rest with local education agencies. To identify, clarify, and assert the role of the State Board of Education, the following goals were adopted on July 13, 1976.

1. The State Board of Education will recommend and support legislation which ensures positive and progressive development of an educational system in Kansas based on identified needs and a periodic evaluation of current and future educational programs.

2. The State Board of Education will adhere to the principle that the purpose of guidelines, rules and regulations, state plans, and directives is to achieve balance between constitutional and legislative intent and local determination of policies, priorities, and procedures.
3. The State Board of Education will promote the principle of consultation to local educational agencies as an important function of the department.
4. The State Board of Education will maintain an awareness of pending federal education legislation and will work to ensure that federal guidelines, rules and regulations will provide the widest latitude to the state consistent with the intent of Congress.
5. The State Board of Education will establish priorities in writing so that resources, staff, and funds can be allocated to complete adopted projects and activities.
6. The State Board of Education will encourage and support continuing efforts to implement teacher education programs which emphasize competencies needed in addition to academic preparation.

INTRODUCTION

INTRODUCTION

The State of Kansas Definition of Career Education

The following definition of Career Education was first developed by the Kansas Department of Education in 1977 and was adopted as the definition under which the State Plan for Career Education will operate:

Career Education is the effort of schools and the community to help all individuals recognize and appreciate the values of a work-oriented society, to implement these values into their lives, and to acquire competencies so that work becomes possible, meaningful, and satisfying to each individual.

The definition represents the result of examining and discussing many different definitions and concepts of Career Education. Although the ultimate design of a complete Career Education approach is the responsibility of the local community, a school system or school with a well-developed Career Education program might have the following characteristics:

- * True to life problems and assignments to teach subject matter in an appropriate context (e.g., reading newspapers, using a family or business budget to learn mathematics, etc.). This also increases students' exposure to various types of careers and family tasks by intrinsically motivating and reinforcing the concept that school serves as a preparation for adult living.
- * Student and teacher communication with people from all sectors of the community. Speakers and resource people have the opportunity to influence educational decisions and curricula. Students and teachers use community settings and resources for teaching and joint planning of educational experiences (summer placement of teachers, student placements, and field trips, to name a few).
- * An information and resource center that teachers and students could use for finding out about the nature of various types of careers, necessary preparation, education and training, availability of opportunity, etc. It would also contain curriculum materials and other resource materials.

- * Classroom teachers, school counselors and specialists who understand, are well trained in, and who support the basic concepts of Career Education.
- * An active community-school advisory board made up of local people who are concerned about Career Education.
- * An appointed coordinator of Career Education whose duties include the utilization of community resources.
- * A career oriented counseling/placement capability that focuses on the individual students and is in line with expected student outcomes.

Clarification Statements

The following statements were proposed by the Career Education Practitioners' Committee as helpful elaborations on the definition of Career Education in Kansas:

- * Prerequisite to good Career Education decision making is an understanding of a person's own knowledge of her/his own needs, values, and skills.
- * Career Education is for all persons - the young and the old, the mentally handicapped and intellectually gifted, the poor and the wealthy, males and females, students in elementary schools and in graduate schools.
- * The societal objectives of Career Education are to help all individuals (1) want to work, (2) acquire the skills necessary for work, and (3) engage in work that is satisfying to the individual and beneficial to society.
- * The individualistic goals of Career Education are to make work (1) possible, (2) meaningful, and (3) satisfying for each individual throughout her/his lifetime.
- * The resources required for implementing Career Education are to be found in many parts of the community and are not limited to those in the schools.
- * Parents, business, labor, community organizations, agriculture, etc., all have dual roles to play in Career Education: (1) as sources of input from the community as to its expectations and (2) as resources for Career Education (e.g., speakers, exploration, volunteer students, study trips, on-the-job study, etc.).
- * Classroom activities should be extended to include the total educational and learning environment of the greater community.

- * Wise Career Education decisions require direct exposure to varied experiences whenever possible so that various options can be evaluated in their context.
- * Student participation in the work world should be viewed as an educational activity and not as economic competition.
- * Students should not be exploited as cheap labor.
- * Career Education is NOT just another name for vocational (or technical or occupational) education. Whereas vocational or technical education is a program with very specific aims and content, Career Education is a process or vehicle with some very broad, long-range goals. Career Education does not narrowly focus on specific training for a specific job placement. Instead, it provides an educational opportunity to explore many occupational and life-style alternatives and, in effect, should widen the scope of choices.
- * Vocational (or occupational) education is a part of Career Education, but the terms are in no way synonymous. Career Education is for ALL students and encompasses ALL areas of occupational interest.
- * Career Education is NOT anti-college, nor pro-trade skills. One of the aims of the Career Education program is to achieve 100 percent placement of high school graduates. Placement may be in one of the following categories: (1) the active job market, (2) apprenticeship programs, (3) community colleges, (4) a university, (5) private trade schools, or (6) technical institutes.
- * Career Education encourages a college or university education for all students interested in benefiting from what a college has to offer in personal and occupational development within a career which requires an advanced degree.
- * Career Education is NOT just another course to be added to the existing curriculum. The concept of Career Education needs to be incorporated into the courses which already exist. A central idea is to relate the basic subject matter to the real world in which we live so that the 3 R's become meaningful and relevant to every student. There is no such thing as a "Career Education textbook." The objective is to fuse the Career Education concept into the existing curriculum so that it becomes an integral part of educational activity.
- * Career Education DOES NOT "lock in" a student at an early age to any particular career or occupational group. Career Education allows and encourages students at all grade

levels to "explore" occupational areas in which they are interested. They are not bound by any tentative selections and are free to explore as many occupations as they desire. Career Education allows the individual to see and to try alternative decisions of life.

- * Career Education must increase the relevance of school by focusing on the learner's perceptions of work and of herself/himself as a worker.
- * Career Education must recognize the variety of individual learning styles; some students learn better from "hands on" experience and others from abstract concepts. For that reason, Career Education is not to be limited to the classroom. It relates to all learning environments and learning experiences from early childhood throughout the productive life of the individual. In early childhood it should provide an awareness of the nature of the world of work as well as the importance of work itself in our society. As the child moves through school, familiarity with the world of work increases and knowledge is acquired which is necessary to obtain meaningful employment upon leaving formal school. She/he should be able to resume formal schooling at any time throughout life to improve her/his capacity to meet changing job requirements or to enrich her/his personal life.
- * One's need for education and one's careers extend from preschool through retirement. Career Education should span one's life.
- * The developmental process for an individual occurs in five general phases:
 1. Awareness - perception of the world of work and of workers, of leisure time, of resources, and a positive self-concept
 2. Orientation - internalization of knowledge, analysis, and consideration of general directions and goals
 3. Exploration - engaging in activity seeking and testing of options
 4. Selection - narrowing, evaluating and choosing options
 5. Action - implementing the decision and continuing appraisal of choice
- * Career Education, in addition to its prime emphasis on paid employment, extends to the activities of the student as a

learner, to the growing number of volunteer workers in our society, to the work of the full-time homemaker, to the work of a citizen, and to the activities one engages in as part of leisure time.

The statements below were taken from a position paper produced by the Kansas State Department of Education and adopted by the State Board of Education in January, 1973.

Career Education is . . .

- * An effort to diminish the separateness of academic and vocational (or occupational) education.
- * An approach which has some operational implications for every educational level from kindergarten through all post-secondary education.
- * A direct response to the importance of facilitating individual choice so that occupational preparation and acquisition of basic academic skills can be coordinated with developing individual preference.
- * A process of ensuring that every person leaving from the formal educational structure has obtained an awareness of career opportunities, including exploration and work experience, and has developed the skills necessary for entry and advancement in the work world.
- * A way of increasing the relevance of education for more students by making all subject matter more meaningful at every grade level.
- * A design to make education an open system so that those who leave school or drop out, including adults, may return to school when their personal circumstances or job requirements make this necessary or feasible.
- * A structure designed to ensure community cooperation with the local educational units in using all available resources.
- * An enterprise utilizing new technologies and materials of education to meet developing needs (i.e., individualized programming, simulations).
- * A form of education which provides a background for developing academic, occupational, and vocational skills for all students.
- * A system for developing positive and wholesome attitudes toward all work.

Evidence of the Need for a State Plan

In the past six years, selected school districts in the State of Kansas have made remarkable progress in developing and implementing successful Career Education programs. As a direct result of these initial Career Education programs, the Kansas Legislature in 1974 passed a concurrent resolution that directed the State Board of Education to "encourage, support, and promote Career Education programs in Kansas school districts" and to "prepare and submit to the 1975 Legislature a detailed funding proposal designed as expeditiously as possible to make Career Education opportunities available to all students of Kansas schools." As a result of this, a Career Education Specialist position was authorized for the State Department of Education. The Governor, in his budget message to the legislature in January, 1975, recommended that \$200,000 be appropriated to assist local schools in developing Career Education through a state managed and directed technical assistance network. The 1975 Legislature passed legislation to allow local school districts to cooperate with one another in pooling funds to support Career Education activities. This legislation allows school districts of fewer than 1,500 students to cooperate and to provide collective financial support for certain specialized Career Education materials and services that may be too expensive to support individually. In fiscal year 1977, the Governor recommended and the legislature approved funds to support a Career Education Specialist on the Kansas State Department of Education staff and \$92,000 for promoting Career Education activities at the secondary school level.

At this time, there is little state-wide coordination of Career Education. The breadth of the Career Education movement, the lack of definition, and the complexity of Career Education has created a situation that is difficult for any state agency to guide or direct a meaningful program.

Although the Kansas State Department of Education has been involved in numerous Career Education projects and activities in the past few years, it is necessary to develop a comprehensive five-year plan to direct the orderly implementation of Career Education in the State.

Purpose of the State Plan

In keeping with the need identified above, the purpose of the plan is to acquaint the public with the goals and objectives for Career Education which the Kansas State Department of Education wishes to promote.

The state-level objectives presented in this plan are general in order to preserve the autonomy of each local district and its educational policies.

This plan is not to be considered as mandating local programs in Career Education because Career Education is best exemplified by

individualized local community programs that draw upon both the creativity and resources of individual locales. Thus, specific programs may at best be suggested from the state level. It is also a concern that mandated programs in Career Education might discourage creativity and relevance at the local level. It might also decrease true commitment and integration into the curriculum. Mandated adoption of Career Education might seriously limit the participation of the greater community, its feeling of responsibility for the educational success of its citizens, and its recognition that its resources are essential to Career Education.

Overview of State Plan Development Activities

The overall effort has been to develop, in two years, a five-year plan for Career Education in Kansas.

The first year of planning resulted in (1) a brief summary of the previous work that had been done in Kansas since the concept of Career Education was introduced early in this decade, (2) establishment of a definition of Career Education, (3) a description of the various resources that can be utilized in planning the future of Career Education in Kansas, (4) a proposed overall management plan for Career Education, (5) specific goals and objectives proposed for a second planning year and the five implementation years, (6) a proposed plan for inter-agency cooperation, and (7) proposed overall strategies.

The second year of planning resulted in the production of two documents: the State Plan for Career Education in Kansas and the Handbook for Developing, Implementing, and Evaluating Career Programs in Kansas Schools.

The tasks of researching, surveying, collecting, assessing, preparing, summarizing, reviewing and refining were accomplished with the assistance of outside contractors. Decision-making by KSDE and policy formulation were accomplished with the assistance of a large number of Career Education practitioners, educational administrators, teachers, business and labor representatives, agency representatives, and representatives of other key groups or interests.

An outline of major milestones involved in this developmental effort appears as Appendix A to this plan.

The two-year developmental effort involved the following two planning stages:

Stage 1 Planning. The first year's planning which was completed June 30, 1977, included the development of a state-wide plan for use by the KSDE in carrying out its role in assisting local schools to implement Career Education. The following products were completed as part of this effort:

1. The State's definition and conceptual base for Career Education.
2. As assessment of status and the efforts needed to achieve a high level (goal level) of school district awareness, adoption, and implementation of Career Education.
3. The goals and objectives for implementing Career Education efforts in the districts during the next five years.
4. The strategies for achieving the general goals and objectives, including those relative to special target groups and elimination of stereotyping of opportunities by race and/or sex.
5. Involvement of the state's business, labor, industry, professional, and government communities in Career Education planning.
6. Involvement of state teacher education institutions in Career Education planning.
7. Workable systems for evaluating, disseminating, fund raising and coordinating among various state agencies and local education agencies.

Stage 2 Planning. The second year of planning was aimed at extending the planning activity into all local agencies and schools, and increasing the involvement and participation of key education and work-related groups and agencies. Results of second year involvement and planning at the school district level were used to validate and refine the first year plan. The following were completed as part of this effort:

1. The complete first year's plan (or a shortened version) was distributed to all local school districts, to other schools and agencies, and to other key groups in the state for review and comment.
2. Six regional conferences (Dodge City, Wichita, Concordia, Colby, Iola, Kansas City) were held to explore the plan and get additional input. Local school districts and other schools were asked to extend the planning into their own operation and to share their planning (two-page document) with KSDE.
3. An overall state conference was held to explain, promote, and demonstrate Career Education, and to coordinate input from major state groups who were interested in assisting in implementing Career Education.

4. The first year plan was refined and expanded by using new material, including needs assessment results.
5. A new Handbook and Resource manual was produced.

Groups Assisting in the Development Effort

The State Plan was developed with the assistance of the following groups:

1. Career Education Input Council
2. Career Education Practitioners' Council
3. Kansas State Department of Education Task Force on Career Education
4. Pre-Service, In-Service Ad Hoc Committee

The names of members of these groups are included in Appendix B.

The Career Education Input Council was appointed by the Commissioner of Education to serve as the key review and advisory group in the planning process for the State Plan. Members represented a wide variety of agencies, groups, geographic locations, and concerned/interested segments of the state population. This group held fourteen meetings over the two-year planning period.

The Career Education Practitioners' Council was comprised of persons involved in Career Education at the local level. Members of this council were appointed by the Commissioner of Education. The council met eleven times during the planning period (including two joint meetings with the Career Education Input Council). This council was instrumental in organizing local, regional and state meetings to solicit input for the planning effort.

The Kansas State Department of Education Task Force on Career Education was originally appointed by the Commissioner of Education in October, 1975, and was revised in 1978. Its purpose was to provide input, to review, and to act as the communication link between the different sections of the Kansas State Department of Education. The Career Education Director is chairperson of this group. The group is composed of administrators who represent the vocational education, special education, curriculum, post-secondary and adult, education improvement and development, project approval and compliance, state and federal program administration, and fiscal sections of the department. This group reviewed the various recommendations made by other input sources as well as provided its own input into the development of the State Plan in the form of suggestions and recommendations. This group met four times during the planning process.

The Pre-Service, In-Service Ad Hoc Committee was composed of educators selected to represent colleges and universities in Kansas who prepare teachers. This group reviewed the State Plan and provided input regarding the relationship of teacher training institutions to pre-service and in-service Career Education needs.

NEEDS ASSESSMENT

NEEDS ASSESSMENT

The needs assessment process associated with the development of this State Plan involved the use of a discrepancy model. This model involves determining (1) the status of Career Education in the State and (2) what is desired. The discrepancies between these two sets of information constitute the needs which the State Plan will address.

Needs assessment information was obtained by (1) a survey of school superintendents; (2) a survey of Special Education Coordinators, teacher training institutions, and business and labor organizations in the State; (3) conducting six regional conferences; and (4) attending meetings of advisory groups (i.e., Career Education Input Council, Career Education Practitioners' Council, etc.).

During the First Stage of the planning effort (1976-77) information sources "1" and "4" above were used. In the Second Stage (1977-78) information sources "2", "3", and "4" were used.

In 1976-77, 306 of the 307 superintendents of Unified School Districts in Kansas returned a questionnaire aimed at (1) estimating their progress at infusing Career Education into the curricula of their schools and (2) assessing their present and future needs for this activity.

During the second stage of planning (1977-78), a follow-up survey was conducted. The primary objective of this survey was to obtain information to verify the goals and objectives contained in the Proposed Plan developed during the first planning stage. Another objective was to identify specific Career Education needs including needs of handicapped secondary students, in-service training institutions, and needs of vocational education. A third objective was to identify Career Education activities already in operation.

Representative samples in this survey included Special Education Coordinators in 35 school districts, Career Education Coordinators in 40 school districts, 15 business and labor agencies, Vocational Education Coordinators in 33 school districts, and 17 teacher training institutions.

Results of the surveys conducted during both years appear in Appendix C. A summary of these findings is presented below.

Summary of Findings

The needs assessments conducted in 1976-77 and 1977-78 revealed

the following:

1. All but one of the sub-goals developed during the first year were considered by the second year respondents as important and worthy of inclusion in the State Plan.
2. The degree of importance placed on goals for Career Education favored implementation as opposed to awareness-type activities.
3. The degree of importance placed on general Career Education activities at the State level indicate the following priorities relative to the type of assistance needed from KSDE or other sources (in order of priority).
 - a. Identification and acquisition of Career Education instructional materials
 - b. In-service training
 - c. Financial aid
 - d. Local Career Education plan development
 - e. Pre-service training
 - f. Improvement of community involvement
 - g. Use of media for awareness
 - h. Development of implementation guidelines
 - i. Technical assistance (resources)
 - j. Acquisition/distribution of exemplary awareness materials
 - k. Refinement of State Plan
 - l. Provide lists of human resources
 - m. Support demonstration projects
 - n. Providing for the sharing of intrastate resources
 - o. Establishing a statewide Career Education Speakers bureau
4. The disparity between desired (considered important) Career Education activities and those that are presently offered reveals the following needs at the local level in descending order (percentage indicates degree of disparity):
 - a. Infusion of Career Education materials into programs for dropouts (79.6%)
 - b. Infusion of Career Education activities into programs for gifted students (78%)
 - c. Infusion of Career Education activities into programs for handicapped children (75.8%)
 - d. Job survival skills (72.6%)
 - e. Infusion of Career Education activities at the senior high level (70.6%)
 - f. Infusion of Career Education materials at the senior high level (70%)
 - g. Infusion of Career Education activities at the

- junior high level (68.6%)
 - h. Infusion of Career Education materials at the junior high level (67.8%)
 - i. Infusion of Career Education materials into programs for the gifted (67.6%)
 - j. Group counseling (67.6%)
 - k. Planned vocational education programs (development of) (67%)
 - l. Development of community awareness (stimulating) (66.2%)
 - m. Development of career information systems (65.6%)
 - n. Individual career counseling (64.2%)
 - o. Improved "mainstreaming" techniques for Career Education programs for handicapped children (63.2%)
 - p. Development of job interviewing and job finding skills (61.4%)
 - q. Career exploration programs (59%)
 - r. Use of community resources (59%)
 - s. Simulated work experience (52.6%)
 - t. Student placement services (49.4%)
 - u. Field trips (49.2%)
 - v. Infusion of Career Education activities at the elementary level (46.4%)
 - w. Career Education programs for adults (45.6%)
 - x. Work observation or "shadowing" (45%)
 - y. Infusion of Career Education materials into programs at the elementary level (42.4%)
 - z. Use of advisory boards (42.4%)
 - aa. Unpaid work experience (39%)
 - bb. Computer assisted Career Education instruction (39%)
 - cc. Paid work experience (35.8%)
5. Past funding of Career Education indicates that approximately 75 percent of the costs were absorbed through local funds, 20 percent from federal sources, 4.3 percent from State funds, and .7 percent from other sources.
 6. It is estimated that it will take from four to five million dollars, in addition to local funding over the next five years, from a variety of sources, to finance Career Education in the State of Kansas.
 7. Support for and interest in Career Education appears to be high in the State of Kansas.
 8. KSDE's efforts to make business and labor groups aware of Career Education relevancy to their (business and labor) interests does not appear to have been successful.

GOALS AND OBJECTIVES

This section of the State Plan contains the GOALS for Career Education in the State of Kansas along with the PERFORMANCE and PROCESS OBJECTIVES designed to ensure that the goals are realized. A list of activities designed to help accomplish the objectives is also included.

In the first draft of the State Plan, sub-goals were used to indicate what would take place insofar as implementation of the Plan was concerned. In this draft these sub-goals have been restated. In an effort to assure accountability, a Performance Objective has been developed for each goal and the sub-goals translated into PROCESS OBJECTIVES. The rationale used to develop these objectives (Performance and Process) was based on the following information received through the variety of input channels mentioned previously.

1. Public awareness, public understanding, and public support are desirable components in the total process of developing and implementing Career Education in Kansas.
2. It is necessary to present a clear, concise, and consistent picture of the need for, benefits of, and concepts surrounding Career Education as well as a detailed picture of the roles that various groups can play in bringing about Career Education in Kansas.
3. In implementing Career Education, it is important to have persons knowledgeable about Career Education available for use as speakers for civic and service clubs, school organizations (e.g., PTA), business groups, etc.
4. Although much has already been accomplished in implementing Career Education at the local level, there is still a need to increase the awareness, understanding, and involvement of various groups and segments of the State's population in planning and implementation.
5. Acceptance of the State Plan for Career Education and motivation for its implementation will be enhanced if local agencies are actively involved in any revision.
6. School districts have expressed the need for clear and helpful guidelines for planning and implementing Career Education at the local level. Although local school districts may vary in their use of guidelines, such guidelines are usually helpful and do facilitate implementation and planning efforts, particularly where no mandated adoption policies exist.

7. A State Plan that has implications for local school districts as well as other educational agencies should address the needs and desires of all of them in its development. The need for such basic involvement is paramount to ensure articulation of the plan as well as acceptance and motivation for implementation, particularly from school districts which are not mandated to adopt such a plan.
8. Anticipated federal legislation suggests that approximately 60 to 85 percent of federal funds received for elementary and secondary Career Education flow through KSDE to local school districts. It is also assumed that some state funds will become available during the five-year period in which the plan will operate. These funds will probably flow through KSDE to local districts.
9. A general requirement of anticipated federal funds and a necessary component of state leadership in Career Education is the development and maintenance of a Career Education Resource Center that includes technical information on programs, curricula, materials, teaching methods and techniques, needs assessment approaches, evaluation approaches and other such helpful resources. Such a center for exemplary and innovative educational programs and practices exists in KSDE and will be expanded to include more detailed technical information on Career Education.
10. The opportunity to observe model programs in operation is considered necessary in order to facilitate Career Education infusion into Kansas classrooms.
11. The primary task is not so much to develop innovative or new approaches to Career Education, but rather to take advantage of the wide variety of approaches and curriculum materials already available.
12. Implementation and infusion of comprehensive Career Education is perceived as a traditional adoption or adaptation effort.
13. Aid in identifying and duplicating proven programs is a most important aspect of State leadership.
14. Since potential teachers are the key to long-range implementation activities, teacher education institutions must participate in the implementation process by infusing Career Education methods and techniques into their training programs. They should receive support and assistance for this effort.
15. Because of the need for continual in-service teacher training to ensure long-range Career Education implementation in the State, a well-designed, responsive, and on-going program

of in-service training for teachers, administrators, and teacher trainers needs to be developed.

16. Since the development of the State Plan is part of a national effort, coordination of efforts with other states should provide valuable information to local programs. Likewise, coordination and resource sharing between local districts are viewed as important elements for quality Career Education.
17. Change process facilitators and content specialists are necessary in any effort to assist local school districts and agencies adopt and implement new programs or adapt existing ones.
18. The knowledge and practical experience of educational specialists who have already learned valuable lessons that may apply to a new setting are an important resource.

The Kansas State Goals for Career Education and associated objectives and activities are presented on the following pages.

GOAL 1. AWARENESS

It is the goal of the Kansas State Board of Education and the Kansas State Department of Education to increase the overall awareness of the benefits of Career Education, and to increase support for Career Education which would lead to the adoption of a comprehensive Career Education approach in each public and private Kansas district and school.

PERFORMANCE OBJECTIVE

- 1.0 By the end of each school year (June 30) for the next five years, KSDE will have increased the awareness of and support for Career Education in Kansas as evidenced by an increase in the number of public and private school districts which have adopted Career Education programs.

PROCESS OBJECTIVES

- 1.1 By the end of each school year (June 30) for the next five years, KSDE will have prepared and disseminated to all forms of public and private media a series of informative articles and news releases on Career Education.
- 1.2 By the end of each school year (June 30) for the next five years, KSDE will have identified, developed, and disseminated effective exemplary materials (print and non-print) to communicate the concepts and benefits of Career Education to the general public, educators, administrators, and board members.
- 1.3 By June 30, 1978, KSDE will have disseminated copies of the first draft of the State Plan for Career Education to key groups throughout the State of Kansas and received suggestions from these groups for refining, planning and implementing the Plan.
- 1.4 By June 30, 1979, KSDE will have developed and made use of a Career Education Statewide Speakers' Bureau network.
- 1.5 By June 30, 1980, KSDE will have involved school districts and their patrons throughout the state in refining, planning, and implementing the State Plan.

The activities designed to ensure the accomplishment of each of the PROCESS OBJECTIVES appearing above are included in the CAREER EDUCATION ACTIVITY SUMMARY SHEETS on the following pages.

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 1. AWARENESS: PROCESS OBJECTIVE 1.1

By the end of each school year (June 30) for the next five years, KSDE will have prepared and disseminated to all forms of public and private media a series of informative articles and news releases on Career Education.

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
1.1a	Copies of 6 separate series of 4 articles each (24 separate in-depth Career Education articles) will be prepared and released on a quarterly basis (1 per quarter) to Kansas newsservice agencies and public media organizations throughout the state.	Developed by Career Education Coordinator and reviewed by Commissioner's office and Information Services Section of KSDE	Completed and released on a quarterly basis for years 1977-83	Included in allocation for coordinator's salary secretarial time and office materials	KSDE Budget
1.1b	News releases will be made in anticipation of, concurrent with, or immediately following all major meetings, conferences, decisions, appointments and newsworthy events relating to Career Education and KSDE.	Developed by Career Education Coordinator and reviewed by Commissioner's office and by Information Services Section of KSDE	As appropriate	No special funds required	No special funds required

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 1. AWARENESS: PROCESS OBJECTIVE 1.1 (Cont'd)

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
1.1c	Local district and community college Career Education plans and applications for funding will contain a comprehensive and workable public information and promotion component.	Specifications will be developed by Educational Improvement and Development Section	As required by local funding schedule	No special funds required	No special funds required
1.1d	State publishers, station managers and editors will be contacted by mail (lists from Kansas Press Association and Kansas Association of Broadcasters) and given background information on Career Education along with an offer of assistance if special materials, people to be interviewed, etc., are desired.	Career Education Coordinator	Beginning Sept. 1, 1977 and continuing through 1983	\$500 per year	State Career Ed. funds and Federal USOE funds

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 1. AWARENESS: PROCESS OBJECTIVE 1.1 (Cont'd)

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
1.1e	State publishers, station managers, and editors will be provided a comprehensive list of local contact persons for information and news items of significance in their local area.	Career Education Coordinator	By Sept. 1 annually updated as necessary	Included in allocation for coordinator's salary, secretarial time and office materials	KSDE Budget

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 1. AWARENESS: PROCESS OBJECTIVE 1.2

By the end of each school year (June 30) for the next five years, KSDE will have identified, developed, and disseminated effective exemplary materials (print and non-print) to communicate the concepts and benefits of Career Education to the general public, educators, administrators, and board members.

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
1.2a	Develop and make available 5 copies of a sound synchronized audio-visual program that explains and promotes Career Education in Kansas.	Educational Improvement and Development Section	By January, 1979	\$5,000	Federal funds
1.2b	Seek out and utilize key professional and business associations (KNEA, KACI, PTA, Unions, KASB, etc.) aid in the dissemination of Career Education awareness materials (and presentations) to members.	Career Education Coordinator	By October 1, 1978	Included in allocation for coordinator's salary, secretarial time, and office materials	KSDE Budget

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 1. AWARENESS: PROCESS OBJECTIVE 1.3

By June 30, 1978, KSDE will have disseminated copies of the first draft of the State Plan for Career Education to key groups throughout the State of Kansas and received suggestions from these groups for refining, planning and implementing the Plan.

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
1.3a	Publish and provide copies of the State Plan to key Kansas groups for use in their meetings allowing for duplication by each group as needed.	Career Education Coordinator	During 5 implementation years	1978-79--\$100 1979-83--\$1,200 per year	State Career Education funds
1.3b	Develop, publish and disseminate an input form to be used by these key groups for providing suggestions to KSDE for plan development.	Education Implementation and Development Section	During 5 implementation years	\$250 per year	State Career Education funds
1.3c	Develop, publish and distribute an input form to be used at Career Education conferences and workshops.	Education Implementation and Development Section	During 5 implementation years	\$200 per year	State Career Education funds

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 1. AWARENESS: PROCESS OBJECTIVE 1.3 (Cont'd)

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
1.3d	Collate returns and provide them to KSDE and State Career Education Advisory Council to assist in annual plan revision.	Career Education Coordinator	During 5 implementation years	Included in allocation for coordinator's salary, secretarial time and office materials	KSDE Budget

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 1. AWARENESS: PROCESS OBJECTIVE 1.4

By June 30, 1979, KSDE will have developed and made use of a Career Education Statewide Speakers' Bureau network.

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
1.4a	Develop, publish and disseminate a list of available speakers on Career Education for use in service, civic or professional group meetings in various areas of the state.	Career Education Coordinator/Specialist	By August 1, 1978. Revise annually	1978-79--\$750 1979-80--\$250 1980-81--\$250 1981-82--\$250 1982-83--\$250	State Career Education funds
1.4b	Provide supportive material and travel expenses for speakers' bureau activities	Career Education Coordinator	During 5 implementation years	\$2,500 per year	State Career Education funds

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 1. AWARENESS: PROCESS OBJECTIVE 1.5

By June 30, 1980, KSDE will have involved school districts and their patrons throughout the State in refining, planning and implementing the State Plan.

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
1.5a	Disseminate copies of the State Career Education plan to all USD's, LEA's and community colleges for their inspection and comments.	Career Education Coordinator	By Sept. 1, 1979 and annually upon revision	\$750	State Career Education funds
1.5b	Develop, publish, and distribute an input form to be used by district personnel, boards of education and school patrons for suggestions to KSDE for plan development.	Career Education Coordinator	During 5 implementation years	No additional funds	State Career Education funds
1.5c	Conduct annual state-wide Career Education conferences of district representatives and key state and local supporters.	Career Education Coordinator	April of 1979, 1980, 1981, 1982 and 1983	\$5,000 per annual conference	Federal funds

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 1. AWARENESS: PROCESS OBJECTIVE 1.5 (Cont'd)

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
1.5d	Conduct 2 regional meetings of district Career Education coordinators for input and planning purposes.	Career Education Coordinator	During 5 implementation years	\$3,000 per year	Federal funds

GOAL 2. IMPLEMENTATION

It is the goal of the Kansas State Board of Education and the Kansas State Department of Education to provide assistance to all Kansas schools in their efforts to implement Career Education.

PERFORMANCE OBJECTIVE

- 2.0 By the end of each year (June 30) for the next five years, KSDE will have increased the extent to which they have assisted school districts implement Career Education as evidenced by an increase in the number of school districts who have requested and received this assistance.

PROCESS OBJECTIVES

- 2.1 By the end of each year (June 30) for the next five years, KSDE will have worked with different school districts including post-secondary districts in Kansas until all have been assisted in the development of comprehensive Career Education plans.
- 2.2 By the end of each year (June 30) for the next five years, KSDE will have provided, to the extent possible, financial aid for the implementation of local Career Education plans.
- 2.3 By the end of each year (June 30) for the next five years, KSDE will have developed and/or assisted in the development and dissemination of guidelines for Career Education planning and implementation.
- 2.4 By the end of each year (June 30) for the next five years, KSDE will have expanded a technical information and resource center to provide easy access to Career Education materials and information.
- 2.5 By the end of each year (June 30) for the next five years, KSDE will have identified and made available to all local educational agencies experienced and technically able personnel to assist with Career Education program development.
- 2.6 By the end of each year (June 30) for the next five years, KSDE will have provided financial support for the development of Career Education demonstration programs in Kansas.
- 2.7 By the end of each year (June 30) for the next five

years, KSDE will have validated the demonstration programs developed during the current or previous year.

- 2.8 By the end of each year (June 30) for the next five years, KSDE will have provided assistance to local school districts in the identification, selection and adoption/adaptation of workable Career Education instructional materials, methods and techniques.
- 2.9 By the end of each year (June 30) for the next five years, KSDE will have supported the efforts of teacher training institutions in Kansas to infuse Career Education into the preparation of all prospective teachers and administrators.
- 2.10 By the end of each year (June 30) for the next five years, KSDE will have arranged for and supported Career Education in-service training of current Career Education Coordinators, classroom teachers, counselors, administrators, board members, and community support personnel.
- 2.11 By the end of each year (June 30) for the next five years, KSDE will have coordinated planning, implementation and resource dissemination between all local school districts and educational agencies as well as between local districts/agencies and other national, regional and state agencies.

The activities designed to ensure the accomplishment of each of the PROCESS OBJECTIVES appearing above are included in the CAREER EDUCATION ACTIVITY SUMMARY SHEETS on the following pages.

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.1

By the end of each year (June 30) for the next five years, KSDE will have worked with different school districts including post-secondary districts in Kansas until all have been assisted in the development of comprehensive Career Education plans.

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.1a	Develop and disseminate regular statements encouraging local school districts to establish local Career Education councils and implement Career Education programs.	Career Education Coordinator	By Sept. 1, 1979 and as needed throughout the five years	Included in allocation for coordinator's salary, secretarial time, and office materials	KSDE Budget
2.1b	Provide advisement and technical assistance to help LEA's with special problems in implementing Career Education.	Career Education Coordinator and other technical assistants	During five-year implementation	Same as above (2.1a) additional; 1978-79-\$7,500 1979-80-\$4,500 1980-81-\$ 600 1981-82-\$ 300 1982-83-\$ 300	KSDE Budget and State and Federal funds
2.1c	Develop and disseminate a format and criteria for making application for financial assistance from KSDE for Career Education implementation.	Same as above (2.1b)	By Dec. 1, 1978	Included in allocation for coordinator's salary, secretarial time, and office materials	KSDE Budget

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.2

By the end of each year (June 30) for the next five years, KSDE will have provided, to the extent possible, financial aid for the implementation of local Career Education plans.

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.2a	Make available to local educational agencies 80 percent to 85 percent of all federal funds received for Career Education implementation.	Career Education Coordinator	Each year of federal funding (probably 1978-79 to 1982-83)	1978-79--\$200,000 1979-80--\$800,000 1980-81--\$600,000 1981-82--\$400,000 1982-83--\$200,000	Federal funding from U.S.O.E.
2.2b	Make available to local educational agencies all state funds for local Career Education implementation.	Same as above (2.2a)	Each year of state funding	1978-79--\$0 1979-80--\$50,000 1980-81--\$150,000 1981-82--\$200,000 1982-83--\$250,000	State Career Education funds
2.2c	Provide encouragement and technical assistance to Kansas colleges and universities to apply for and obtain federal or state Career Education funds not channeled through KSDE. (P.L. 95-207)	Same as above (2.2b) and Specialists	Each year of Federal and/or state funding	\$1,000 per year	State and Federal Career Education funds

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.2 (Cont'd)

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.2d	Provide encouragement and technical assistance to Kansas private and proprietary schools to apply for and obtain federal or state Career Education funds not channeled through KSDE.	Same as above (2.2c)	Same as above (2.2c)	Same as above (2.2c)	Same as above (2.2c)

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.3

By the end of each year (June 30) for the next five years, KSDE will have developed and/or assisted in the development and dissemination of guidelines for Career Education planning and implementation.

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.3a	Review and accept <u>Hand-book for Implementating Career Education in Kansas</u> and publish sufficient copies for distribution.	Career Education Coordinator	Dec. 15, 1979	\$2,000	State and Federal Career Education funds
2.3b	Revise and reprint implementation hand-book annually as needed and distribute to appropriate persons (1,000 copies to be available).	Career Education Coordinator	By Oct. 1, each year	\$1,000 per year	State and Federal Career Education funds
2.3c	Prepare and disseminate a coordinated guideline document for classroom teachers at all levels K-Graduate School to assist in Career Education infusion (1,500 copies).	Career Education Coordinator	Feb. 1, 1979	\$4,000	State and Federal Career Education funds

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.3 (Cont'd)

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.3d	Review and revise classroom teacher guidelines as needed annually and distribute to appropriate persons (500 copies).	Career Education Coordinator	July 1 each year	\$1,500 per year	State and Federal Career Education funds
2.3e	Prepare a coordinated guideline document for coordinators of local and regional programs and disseminate 500 copies.	Career Education Coordinator	Dec. 15, 1978	\$4,200	State and Federal Career Education funds
2.3f	Review and revise coordinators' guidelines annually, if needed, and distribute to appropriate persons (500 copies).	Career Education Coordinator	May 1 each year	\$1,500 per year	State and Federal Career Education funds
2.3g	Provide and disseminate guidelines for coordinating and counseling services.	Career Education Coordinator	Dec. 15, 1978	\$4,700	State and Federal Career Education funds

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.3 (Cont'd)

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.3h	Review and revise guidance and counseling document annually, if needed, and distribute to appropriate persons (1,500 copies).	Same as above (2.3f)	August 1 each year	\$1,500 per year	Same as above (2.3f)
2.3i	Develop guidelines for increasing community involvement (e.g., guideline documents for visiting speakers, hosts for on-site visits, host for work placement, Career Education days/fairs), and make 5,000 copies available.	Same as above (2.3f)	Dec. 15, 1978	\$7,500	Same as above (2.3f)
2.3j	Review and revise community involvement guidelines annually, if needed, and distribute to appropriate persons (5,000 copies).	Same as above (2.3f)	November 1 each year	\$2,500 per year	Same as above (2.3f)

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.4

By the end of each year (June 30) for the next five years, KSDE will have expanded a technical information and resource center to provide easy access to Career Education materials and information.

Activity	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.4a	Expand KEDDS Resources computer search capabilities to include not only ERIC, CIJE, RIE, AIM/ARM, but the specially developed national Career Education information data and data systems (Oregon, Florida, Montana, Ohio State) and the Kansas Career Education projects file.	Resource/ Information Specialist	During 5 year implementa- tion	\$25,000 per year	Federal & State Career Education funds
2.4b	Expand KEDDS Resources system to include "information for students" capabilities (KCIS, Kansas labor market data, and career characteristics and preparatory needs data system).	Same as above (2.4a)	Same as above (2.4a)	\$60,000--1978-79 \$80,000--1979-80 \$20,000--1980-81 \$20,000--1981-82 \$20,000--1982-83	Same as above (2.4a)

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.4 (Cont'd)

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.4c	Develop and maintain a complete array of alternative Career Education curriculum materials for inspection and review by school districts and other implementing agencies and groups.	Same as above (2.4a)	Same as above (2.4a)	\$9,600--1978-79 \$5,450--1979-80 \$3,000--1980-81 \$2,000--1981-82 \$1,000--1982-83	Same as above (2.4a)
2.4d	Develop, publish and disseminate a bi-weekly Career Education newsletter to have broad circulation throughout the state.	Same as above (2.4a)	Same as above (2.4a)	\$4,800 per year for 5 implementation years	Same as above (2.4a)
2.4e	Develop and maintain a collection of local Career Education plans, reports of local operations and experiences, of needs assessment instruments and results for research and review by other implementing agencies and groups.	KEDDS Resource component	During 5 year implementation	\$200 per year	Federal & State Career Education funds

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.5

By the end of each year (June 30) for the next five years, KSDE will have identified and made available to all local educational agencies experienced and technically able personnel to assist with Career Education program development.

Activity	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.5a	The consultant information system will be expanded to include names of area Career Education specialists who can serve as technical consultants to local programs.	KEDDS Resource component	During 1977-78	No special funding needed	No special funding needed
2.5b	One new facilitator will be hired, supported for travel and made available on a no-cost basis to local programs.	KSDE	Throughout 5 years of implementation	\$26,000 (Salary, travel and general support) per year	Federal Career Education funds
2.5c	Qualified Career Education specialists will be utilized for special assignment.	KSDE	Same as above (2.5b)	\$4,000 per year	Same as above (2.5b)

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.5 (Cont'd)

Activity	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.5d	Local districts and others will be asked to identify technically able resource persons who would be available to be used as consultants on a cost-share basis.	Career Education Coordinator	Throughout 5 years of implementation	\$4,000 per year	Federal Career Education funds

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVES 2.6 and 2.7

By the end of each year (June 30) for the next five years, KSDE will have provided financial support for the development of Career Education demonstration programs in Kansas.

By the end of each year (June 30) for the next five years, KSDE will have validated the demonstration programs developed during the current or previous year.

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.6: 2.7a	A set of criteria and a general validation procedure (including team composition) will be developed and pilot tested for identifying and supporting Kansas Career Education Demonstration projects.	Educational Improvements and Development Division	By Oct. 1, 1978	No special funds needed	No special funds needed
2.6b 2.7b	Existing local Career Education projects will be examined for possible validation/funding.	Specially appointed validation teams	By Dec. 1, 1978	\$11,500	Federal Career Education funds
2.6c 2.7c	Grants will be made to 5 to 8 validated demonstration projects.	Career Education Coordinator	During 5-year implementation	\$50,000 per year	Same as above (2.6a, 2.7a)

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVES 2.6 and 2.7 (Cont'd)

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.6d 2.7d	Develop, publish, and disseminate a complete listing with description of career education demonstration projects in Kansas (500 copies).	KEDDS Resource component	By Oct. 1, 1979	\$2,500	Same as above (2.6a, 2.7a)
2.6e 2.7e	Review and revise list annually as needed and distribute to appropriate persons.	Same as above (2.6a, 2.7a)	June 1 each year	\$1,000 per year	Same as above (2.6a, 2.7a)
2.6f 2.7f	State career education personnel will make at least one on-site visit to each demonstration project per year funded for monitoring compliance, progress, etc.	Career Education Coordinator	At least once per year per project during 5 year implementation	Travel - \$1,000 per year	

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.8

By the end of each year (June 30) for the next five years, KSDE will have provided assistance to local school districts in the identification, selection and adoption/adaption of workable Career Education instructional materials, methods and techniques.

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.8a	Local Career Education coordinators will be trained in facilitating educational change and utilizing sophisticated procedures for problem identification and information searches.	Career Education and LINK staff/Other resource persons	During 5 year implementation	1978-79--\$12,500 1979-80--\$ 1,000 1980-81--\$ 600 1981-82--\$ 600 1982-83--\$ 600	Local, state and federal funds
2.8b	Supportive assistance at the state level will be provided to local change agents/coordinators	Same as above (2.8a)	Same as above (2.8a)	1978-79--\$ 6,500 1979-80--\$16,000 1980-81--\$ 9,200 1981-82--\$ 8,500 1982-83--\$ 4,500	Same as above (2.8a)
2.8c	The LINK change facilitators will be recommended to districts as a valuable aid in achieving Career Education infusion in line with needs assessment results.	Career Education Coordinator	Same as above (2.8a)	No special funds needed	No special funds needed

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.8 (Cont'd)

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.8d	Information on KEDDS resources and component services will be updated in the issues of the Career Education newsletter.	KEDDS Resource component	Same as above (2.8a)	Same as above (2.8c)	Same as above (2.8c)

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.9

By the end of each year (June 30) for the next five years, KSDE will have supported the efforts of teacher training institutions in Kansas to infuse Career Education into the preparation of all prospective teachers and administrators.

Activity	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.9a	Assist teacher training institutions develop a plan for infusing Career Education into their own teacher and counselor training programs.	Career Education Coordinator	By Sept., 1978	No special funding needed	No special funding needed
2.9b	Provide annual pre-service and in-service workshops on Career Education to be planned and conducted by training institution representatives and appropriate KSDE staff. Presented annually.	Career Education Coordinator & Pre-service/In-service Advisory Council	During January each year	\$2,000 per year	State and Federal funds

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.9 (Cont'd)

Activity	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.9c	When appropriate, develop specific credit courses on Career Education for students in education and other disciplines. These credits should be able to be utilized toward degree completion requirements.	Career Education Coordinator & Pre-service/In-service Advisory Council	During 5 year implementation	No special funding needed	No special funding needed
2.9d	Provide a staff development program for teacher educators to develop Career Education infusion techniques.	Career Education Coordinator & Pre-service/In-service Advisory Council & Council of Deans	Same as above (2.9c)	Same as above (2.9c)	No special funding needed
2.9e	Teacher training programs will be asked to provide, at the graduate and/or undergraduate level, field work or individual study opportunities for students wishing to study Career Education in appropriate settings.	Career Education Coordinator & Pre-service/In-service Advisory Council, Council of Deans & annual conference	During 5 year implementation	No special funding needed	No special funding needed

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.9 (Cont'd)

Activity	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.9f	Teacher training programs will be asked to encourage student projects which serve to develop or highlight Career Education principles or activities at all levels.	Career Education Coordinator & Pre-Service/In-Service Advisory Council, Council of Deans and annual conference	During 5 year implementation	No special funding needed	No special funding needed
2.9g	Where possible, teacher training programs will be encouraged to include recognition of competences in Career Education at the masters/specialist, and/or doctoral levels.	Same as above (2.9e)	Same as above (2.9e)	Same as above (2.9e)	Same as above (2.9e)

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.10

By the end of each year (June 30) for the next five years, KSDE will have arranged for and supported Career Education in-service training of current Career Education Coordinators, classroom teachers, counselors, administrators, board members, and community support personnel.

Activity	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.10a	Requests (1-10) for proposals to meet specific in-service needs will be developed and disseminated to agencies, groups, and individuals who seek to contract for such services.	Career Education Coordinator and KSDE	During 5 implementation years	No special funding needed	No special funding needed
2.10b	Contracts will be awarded annually to qualified agencies, groups and/or individuals as for program(s) designed to meet in-service needs.	Career Education Coordinator (Review panels will be utilized to evaluate proposals.)	By July 1 each year	\$50,000 per year for 5 years	Federal and Career Education funds

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.10 (Cont'd)

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.10c	Kansas colleges and universities will be asked to develop and present college credit in-service courses on Career Education as part of their extension offerings.	Same as above (2.10a)	During 5 implementation years	No special funds required	No special funds required
2.10d	Kansas teacher education institutions will be asked to develop and present resident credit, graduate or undergraduate level, courses on Career Education as a part of their continuing education offerings.	Same as above (2.10a)	Same as above (2.10c)	Same as above (2.10c)	Same as above (2.10c)
2.10e	Kansas colleges and universities will be asked to develop and present Career Education courses designed as an in-service for one or more non-teacher groups or individuals involved in Career Education.	Career Education Coordinator	During 5 implementation years	No special funds required	No special funds required

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.10 (Cont'd)

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.10f	All adult education divisions of local districts will be asked to develop in-service Career Education seminars and courses designed for teachers, non-teaching school personnel, or other community groups or individuals involved in Career Education.	Same as above (2.10e)	Same as above (2.10e)	Same as above (2.10e)	Same as above (2.10e)
2.10g	Community service and professional organizations will be asked to develop and present in-service Career Education training for their members and/or other groups or individuals involved in Career Education.	Same as above (2.10e)	Same as above (2.10e)	Same as above (2.10e)	Same as above (2.10e)
2.10h	All certified personnel will be encouraged to take one or more courses on Career Education.	Career Education and KSDE	Same as above (2.10e)	Same as above (2.10e)	Same as above (2.10e)

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.11

By the end of each year (June 30) for the next five years, KSDE will have coordinated planning, implementation and resource dissemination between all local school districts and educational agencies as well as between local districts/agencies and other national, regional and state agencies.

Activity	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.11a	A system for coordinating resources and resource sharing will be developed and disseminated to all local coordinators and KSDE staff.	Career Education Coordinator	By October, 1978	No special funding needed	No special funding needed
2.11b	A system for coordinating the State Career Education Plan with the State competency-based education program will be developed.	KSDE	By November, 1978	Same as above (2.11a)	Same as above (2.11a)
2.11c	A system for coordinating the State Career Education Plan with State Vocational Education Plan will be developed.	Same as above (2.11b)	Same as above (2.11b)	Same as above (2.11a)	Same as above (2.11a)

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.11 (Cont'd)

Activities	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.11d	A system for coordinating the State Career Education Plan with the State Special Education Plan will be developed.	Same as above (2.11b)	Same as above (2.11b)	Same as above (2.11a)	Same as above (2.11a)
2.11e	Formal liaison will be established with the federal office of Career Education for formal coordination of resource sharing.	Career Education Coordinator	By August, 1978, continuing throughout 5-year implementation	Same as above (2.11a)	Same as above (2.11a)
2.11f	Formal liaison will be established between professional organizations (NACE, APGA, etc.) and other groups promoting Career Education for resource sharing.	Career Education Coordinator	By August, 1978, continuing throughout 5-year implementation	No special funding needed	No special funding needed

CAREER EDUCATION ACTIVITY SUMMARY SHEET

GOAL 2. IMPLEMENTATION: PROCESS OBJECTIVE 2.11 (Cont'd)

Activity	What Will Be Done	By Whom	When	Funding Needed	Funding Source
2.11g	Opportunities will be sought out and accepted to present Kansas Career Education in papers, addresses, workshops, and displays in meetings and conferences on Career Education or related topics in locations outside Kansas.	Career Education Coordinator and/or other appropriate persons	(12 units per year) during 5 year implementation	Travel funds \$4,000 per year	State and Federal Career Education funds
2.11h	State Career Education personnel will be provided the opportunity to attend Career Education meetings and conferences in other states to learn about Career Education developments.	Same as above (2.11g)	Same as above (2.11g)	Same as above (2.11g)	Same as above (2.11g)

OVERALL STRATEGIES

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STRATEGIES FOR CAREER EDUCATION PLANNING AND IMPLEMENTATION

A brief overview of the strategies for implementing the State Plan and an indication of where school districts are with regard to implementation of Career Education follows. A brief overview of the history of Career Education which resulted in the development of these strategies and the State Plan appears in Appendix B.

1. Use of the Handbook and guidelines.

Career Education in Kansas in the five-year period 1978-1983 will be best achieved if the activities and recommendations in the State Plan for Career Education and the Handbook for Implementing Career Education in Kansas are followed.

The State Plan presents the position of the State Board of Education and the Kansas State Department of Education regarding Career Education, including activities they intend to initiate and support in order to achieve the implementation of Career Education throughout the state.

The Implementation Handbook is intended for local use. It is designed to be a guide to the processes which are essential to the orderly development of Career Education programs in local or regional areas. The steps recommended in the Handbook are quite similar for all organizations, be they schools, school districts, clubs, churches, governmental agencies, or other interest groups. For this reason the steps are written in a general but clear fashion so that they may be applied to many different situations and adapted to the structure and purposes of the group using them.

Special implementation guidelines are being developed for classroom teachers, district Career Education Coordinators, counselors, and community resource persons. They focus on special activities and responsibilities appropriate to each group. These documents are intended as supplements to the Handbook and the State Plan.

2. Use of current materials.

The sharing and utilization of current materials cannot be too strongly emphasized. Much has already been developed and tested in Career Education (guides, models, etc.). The task for local planners should be to identify, select, and adopt/adapt appropriate concepts, programs, activities, components, and curriculum materials so as to develop new and innovative concepts, programs, activities, components, and curriculum materials. This strategy

is in no way to be interpreted as a recommendation against innovative efforts. It is intended to call attention to the great amount of excellent material already developed and the narrative of experiences extant in many resources.

3. Use of previous local efforts.

Many locales have already initiated Career Education programs. It is hoped that new planning, development, and implementation in Kansas will build on previous efforts and gains wherever possible.

4. Conduct local planning.

The State Plan is not mandated for implementation at the local level. This is due to the nature of Career Education as well as to the state's recognition and support of the prerogative of local districts and schools to set their own goals in their own ways. Any assistance from the state will be offered with this in mind.

While recognizing that local priorities may differ and fluctuate, the state will proceed to determine through an annual needs assessment of LEAs its own set of general priorities, which will depend in part on levels of funding, for the orderly accomplishment of the State Plan for Career Education.

5. Provide technical assistance.

Technical assistance to local schools and districts (which express a need) for facilitating educational changes and improvements, assistance in identifying and selecting appropriate and workable approaches, and assistance in infusing Career Education into the various types and levels of classroom instruction and ancillary services will be provided to the extent possible within budget and personnel restrictions.

6. Promote citizen participation.

Steps will be taken toward developing a program of continually expanding awareness and participation of Kansas citizens in education efforts in general and Career Education implementation in particular.

7. Promote support of independent groups.

Any and all groups who wish to do independent planning and development will be encouraged to do so. They may be supported with funds to the extent legally and fiscally possible. The efforts of such groups will be coordinated with the state's overall efforts in Career Education.

8. Implementation stages.

The implementation of Career Education into the school districts and schools in the State of Kansas is seen as a traditional adoption/adaptation process. The two major factors affecting this concept involve (1) the stages of implementation that must occur for each school district or school and (2) the degree and rate of local implementation.

The stages of implementation which are briefly outlined below come from the writings of Everett M. Rogers and are based on several decades of research. The amount and type of information that is needed (dissemination) is dependent on the status of the potential adopters. Some school districts and schools in Kansas are as far along as the trial and adoption stages, but most are still in the awareness and interest stages. The general public is most likely at the first stage.

Kansas is probably still at the point where only the very early adopters have made implementation decisions. The bulk of the districts that do adopt Career Education will probably be adopting and implementing (if funds become available) during 1979 to 1982, and some districts will probably not implement Career Education until after the five-year plan is over.

At the time of adoption of this plan, 146 public school districts out of 306 districts reported having a full or part-time Career Education coordinator. This would indicate that about one-half the Kansas public school districts have begun some type of Career Education program.

Awareness	Interest	Evaluation	Trial	Adoption
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THE IMPLEMENTATION STAGES

1. Awareness Stage - learns of new idea but lacks knowledge
 2. Interest Stage - develops interest and seeks additional information
 3. Evaluation Stage- intellectual application of idea to own situation
 4. Trial Stage - uses new idea on short-term, small scale
 5. Adoption Stage - uses new idea on a continuous and full scale
-

It is expected that state and local implementation will follow this model.

9. Contingencies of funding.

At the time of the adoption of this plan, funds for awareness and implementation are quite uncertain. It is anticipated that the Career Education Incentive Act of 1977 will be funded, but the level is unknown. It is anticipated that the Kansas Legislature will favorably consider the allocation of funds for Career Education subsequent to the adoption of this plan, but the level and kind of funding are also unknown. Some local school districts have been utilizing federal funds under other legislation and/or local funds for Career Education. The amount and continuation of these funds are uncertain at this time. In view of the uncertainty of funds, this plan will attempt to meet its goals in a manner and at a level appropriate to funding contingencies.

MANAGEMENT

This section of the State Plan contains the MANAGEMENT PLAN for the implementation and promotion of Career Education in the State of Kansas. Included in this section are the following: (a) a description of personnel needs, (b) descriptions of personnel responsibilities, (c) personnel qualifications, (d) an organizational chart, (e) a management and implementation responsibilities chart, (f) funding contingencies, (g) alternate personnel practices, and (h) person-day loading chart.

Personnel Needs

Complete implementation of the State Plan will require the following personnel assigned to a Career Education Section of the Kansas Department of Education: (a) one full-time Director, (b) one full-time Coordinator, (c) three full-time support staff (Clerk Typists, Secretary), (d) one half-time Technical Coordinator, and (e) two full-time Specialists.

Personnel Descriptions

Director of Career Education. This person would have overall responsibility for implementing the State Plan and Career Education services, for infusion of Career Education into the services of the Kansas State Department of Education, for intra-agency coordination, and for utilization of project LINK services.

Coordinator of Career Education. This person would be primarily responsible for coordinating program demonstration as well as information/resource acquisition and dissemination activities.

Career Education (Program/Demonstration) Specialist. The primary responsibility of this person would be to coordinate the acquisition and dissemination of Career Education information and resources. This responsibility would include coordinating the technical assistance activities of consultants.

Technical Coordinator (Specialist). This person would be assigned to the Educational Improvement and Development Section of KSDE. The primary responsibilities would be to develop evaluation and monitoring instruments and conduct evaluation and validation activities.

Clerk Typist II (2). One clerk would assist the Program/Demonstration Specialist and would be responsible for assisting in the development of a bi-weekly newsletter and maintaining timely communications with LEA's, other SEA's, and other agencies. A second clerk would help the Information/Resource Coordinator collect, organize and disseminate Career Education information,

materials, guidelines, and consultant information.

Secretary I (1). This person would assist the Director and the Career Education Coordinator with general clerical and secretarial duties.

The organizational chart for the Kansas Department of Education and the relationship of the staffing for this Plan to this structure are illustrated on the following page (Figure 1).

Personnel Qualifications

Director of Career Education: This person should possess academic credentials commensurate with those established by KSDE and the State Board of Education for similar positions, preferably a terminal or specialist degree. The person should also have considerable experience in teaching, administration, and curriculum development in the area of Career Education. It would be ideal if this experience would encompass, minimally, grades K-12. Some counseling experience would add to the capabilities of this person.

Coordinator: This person should possess at least a Master's degree in Education and have considerable teaching, administrative, and curriculum development experience in the area of Career Education, preferably within the state of Kansas. It is essential that this person have a clear understanding of the principles of Career Education and career counseling as well as practical, successful experience working with a variety of agencies in the development of Career Education programs.

Career Education (Information/Resource Specialist: This person should possess a degree in education (Master's preferred), at least five years of teaching experience, and experience in information and resource acquisition and dissemination.

Technical Coordinator: This person should possess a degree in education and have extensive background experience in educational evaluation.

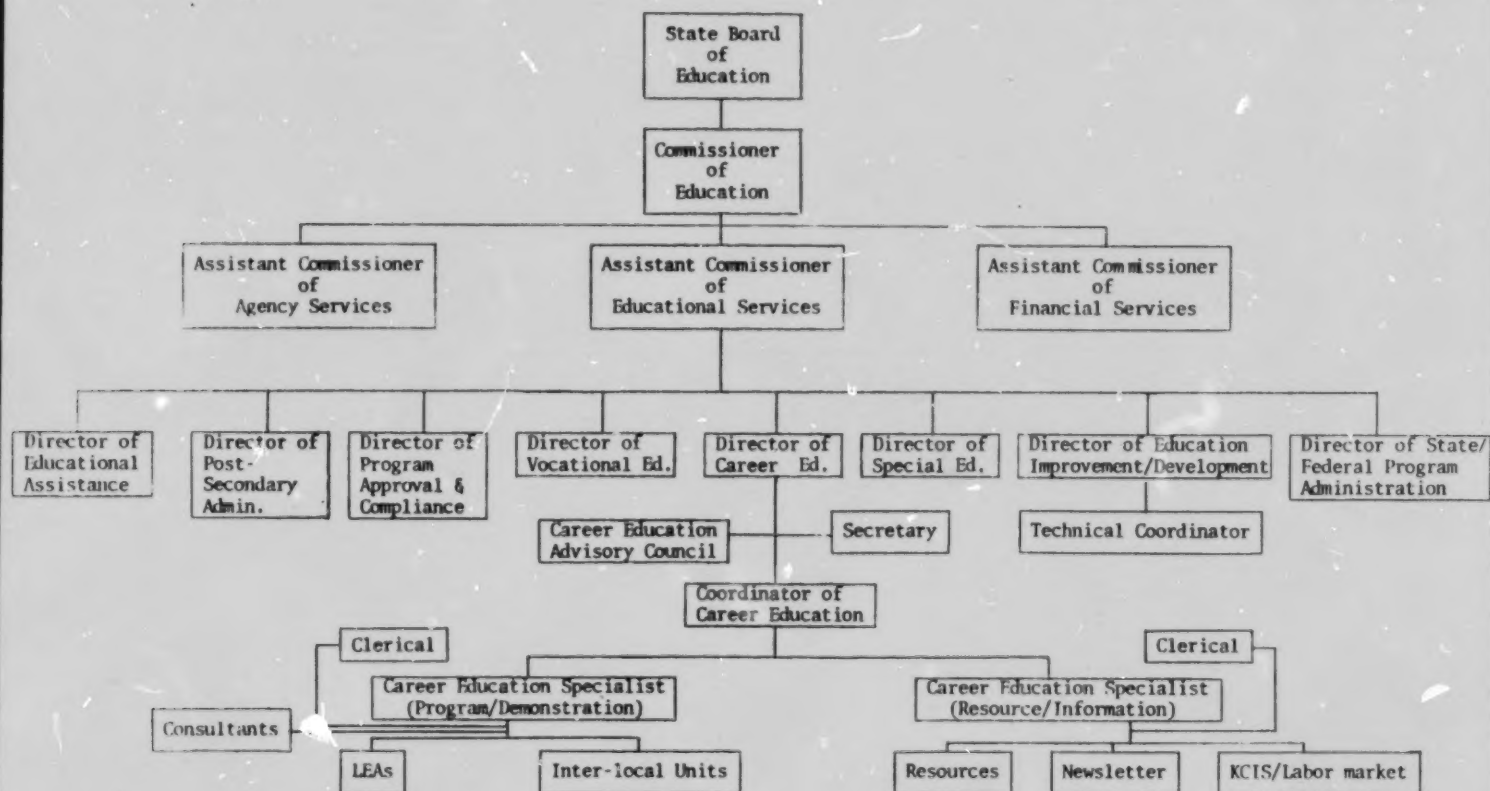
Clerk Typists and Secretary: The qualifications for these positions should follow the Kansas Civil Service requirements.

Note: Qualifications of personnel may be subject to criteria outlined in Federal legislation.

Contingencies of Funding

There is much speculation about the eventual level of funding for Career Education in Kansas. It is clear that the Career Education Incentive Act of 1977 requires no diminishment of current state funds because of receipt of federal funds. The Act does not require matching funds for the first two years

KANSAS STATE DEPARTMENT OF EDUCATION ORGANIZATIONAL CHART



(1978-79 and 1979-80), but will require a percentage of matching funds from both the state and local levels thereafter; that is, through 1982-83. However, the exact formula for computing the state and/or local shares has not been set forth by the Department of Health, Education and Welfare. Until these factors are known, it may not be possible to move to full implementation of the State Plan.

It is anticipated that the Kansas Legislature will act on legislation supportive of Career Education and will provide funds for services and programs. It has done so in the past. There is no pending legislation concerning Career Education before this body at the present time. The nature and extent of such future legislation and funds are uncertain.

The Kansas Department of Education budget for fiscal year 1978-79 has proposed no special funds for Career Education. Current activities and personnel related to Career Education in the Department are funded through remaining authorization from a 1975 State Act, some exemplary funds from the Vocational Education Act, and some federal grants.

Alternative Personnel Approaches

Based on funding contingencies, the following alternative staffing plans are being suggested but are not considered to be adequate to carry out proper implementation of this plan:

Alternative Plan I. In the event it is possible to maintain the status quo, the State Director of Career Education would report to the Director of Education Improvement and Development. The Career Education Director would be a three-fourths-time position. Clerical services for Career Education would be provided as needed by the Education Improvement and Development clerical personnel.

Alternative Plan II. If the present level of funding is not able to be maintained, the staffing plan would need to change accordingly. A Director of Career Education would have to be designated from existing personnel. This person's Career Education function would be subordinate to the major role performed within his/her given section. The State Plan and Handbook would be disseminated and local adoption encouraged. Guidelines, newsletters, etc., would be prepared and disseminated as time permits.

Alternative Plan III. In the event some state funds and/or federal funds become available which are greater than the present funds, but less than \$125,000, the personnel structure would expand to include a full-time Career Education Director within the Educational Improvement and Development section, additional support to maintain the KEDDS unit, and perhaps an

additional position added to assist with program coordination. It is anticipated that such funding would allow for little travel and no financial support for local programs.

Alternative Plan IV. In the event significant funding becomes available, but it is less than that needed for full implementation of the Plan, staffing would change accordingly. At a funding level of more than \$125,000, but less than that anticipated for full implementation of the Plan, the Kansas Department of Education would establish a full-time Director of Career Education and at least two assistants. This Director would report to the Director of the Improvement and Development section. One specialist would coordinate the information/resource activities and the other would coordinate the program/demonstration activities. One clerical position would serve the Career Education activities.

A Person-Day Loading Chart indicating the distribution of staff responsibilities in the event the Plan is fully implemented appears on the following page.

PERSON-DAY LOADING
CHART

Performance Objective	Process Objective	Director	Coordinator	Specialist	Technical Coordinator	Clerk
1.0	1.1	10	--	--	--	7
	1.2	11	--	--	--	1
	1.3	6	--	--	--	1
	1.4	2	--	--	6	12
	1.5	17	--	--	12	1
Subtotal		46	--	--	18	10
2.0	2.1	11	--	61	--	20
	2.2	54	--	115	--	30
	2.3	20	--	39	--	100
	2.4	--	--	--	--	144
	2.5	20	(240)*	--	--	144
	2.6/2.7	10	--	30	102	60
	2.8	10	--	60	--	60
	2.9	11	--	9	--	5
	2.10	32	--	24	--	10
	2.11	26	--	142	--	137
Subtotal		194	240	480	102	710
Total		240	240	480	120	720

*Indicates Process Objective where acquisition activity occurs.

EVALUATION

The evaluation design to be used in evaluating the State Plan is based on Gronlund's definition of evaluation as a systematic procedure for collecting and analyzing reliable and valid information for the purpose of decision-making.¹ Systematic evaluation involves the process of careful selection of procedures to be used to collect and analyze data. Various techniques and procedures described by Gage² and Bloom, et al³, will be incorporated into the evaluation design on the basis of their efficacy for this specific Plan.

Some of the basic concepts which will be followed in the development and implementation of the evaluation design are as follows:

1. Evaluation is regarded as an integral part of the State Plan, rather than an adjunct, and will be a continuous process with feedback to KSDE personnel of other developments indicating success or failure.
2. KSDE records will be used to the fullest extent possible to avoid overlap of evaluation procedures being used to evaluate other programs. Special instruments will be introduced only when required by specific objectives.
3. Confidentiality of data, with respect to schools, staff, students, and parents, will be maintained.
4. Development of instruments for data collection will follow principles of best accepted psychometric practice, thus yielding high quality state-of-the-art instruments. The instruments will be designed for maximum efficiency in terms of subject and staff time. However, the first consideration will be reliability and validity of the collection instruments and procedures.
5. All aspects of the evaluation design will have the maximum reusability for the purpose of on-going evaluation as well as for

¹N. E. Gronlund. Measurement and Evaluation in Teaching. New York: The McMillan Company, 1965.

²N. L. Gage. Handbook of Research on Teaching. The American Education Research Association. Chicago: Rand McNally and Company, 1963.

³B. S. Bloom, J. T. Hasting and G. F. Madaus. Handbook on Formative and Summative Evaluation of Student Learning. New York: McGraw-Hill, 1971.

longitudinal comparisons. Thus, the evaluation design will have maximum carry-over value for use in all of the five years associated with the implementation of the State Plan.

The evaluation scheme will be based on Gronlund's evaluation model and contain four phases: (1) Planning, (2) Implementation, (3) Product and (4) Recycling.

The first phase of the evaluation involves the development of an over-all evaluation plan and the detailed evaluation steps for each specific PERFORMANCE AND PROCESS OBJECTIVE. Once these variables have been identified, they will be defined in detail in order to avoid misinterpretation. The second step in the evaluation design will be to state the objectives, including the specifications of how these objectives are to be measured and documented. The design will delineate a monitoring system to be used to determine if the program is actually being implemented as planned. A calendar of events will describe the sequence of evaluation activities, dates for data collection, who will be responsible, and other important activities pertinent to evaluation.

The second phase involves the implementation of the evaluation design outlined in phase one. During Phase 2 data will be collected and analyzed. As soon as the data are analyzed, there will be feedback to the KSDE staff to determine if the implemented activities and procedures are proceeding as specified and if modifications are necessary.

The third phase is considered the product phase. Data that have been collected will be subjected to predetermined analyses and a report of the findings prepared. The level of attainment of the objectives associated with the Plan will be determined from these results.

The fourth phase is a recycling phase in which the evaluation process is reinitiated by returning to the first phase for consideration of additional variables and other objectives which might be evaluated in future revisions of the Plan. This phase implies that evaluation is continual, systematic and may continue until all variables affecting the Plan have been included and evaluated.

The evaluation design will include the following information:

1. - Goal Abstract: A brief overview of the planned evaluation for each Goal. Included will be a brief description of the design, data collection procedures and analyses to be conducted.

2. Instrumentation and Data Analysis: This section will delineate:

- a. the instrumentation to be used to collect data,
- b. the administration and scoring procedures,
- c. psychometric considerations for each instrument, and
- d. the analyses procedures to be used or documentation procedures to be used to evaluate each objective.

3. Documentation and Monitoring Procedures: This section will describe the documentation to be gathered and the techniques to be used in monitoring the extent to which the planned program is being implemented.

4. Evaluation Calendar: This calendar will list the dates planned for carrying out specific evaluation activities and who will be responsible for the activities.

Goal Abstract

The Evaluation Plan Summaries on the following pages summarize the evaluation procedures planned for each of the two goals associated with this State Plan.

The first set of summaries details the evaluation procedures associated with the AWARENESS goal. These procedures are designed to determine the extent to which the KANSAS STATE BOARD OF EDUCATION and the KANSAS DEPARTMENT OF EDUCATION were able to:

increase the overall awareness of Kansans
to the benefits of Career Education.

The second set of summaries details the evaluation procedures associated with the IMPLEMENTATION goal. These procedures are designed to determine the extent to which the KANSAS STATE BOARD OF EDUCATION and the KANSAS DEPARTMENT OF EDUCATION were able to:

provide assistance to all Kansas schools in
their efforts to implement Career Education.

Instrumentation and Data Analysis

Instrument Development/Administration

PERFORMANCE OBJECTIVES

Awareness: Two instruments will be used to determine accomplishment of this objective. A questionnaire will be developed and distributed to all school districts in Kansas to determine what efforts were made in the past year to develop Career Education programs. A follow-up format will also be developed to be used during on-site visits to verify accomplishments reported in the questionnaires.

Implementation: Two instruments will also be developed to determine the accomplishment of this objective. A questionnaire will be developed and distributed to all school districts in Kansas to determine the extent to which they used the services of KSDE in planning, implementing, and/or refining Career Education programs. A follow-up format will be developed for use during on-site visits to verify responses to the questionnaire.

Both questionnaires will be subjected to face validation and field-tested to determine their reliability.

The monitoring format will determine the extent to which simultaneous use by different people results in similar findings (inter-rater reliability).

EVALUATION PLAN SUMMARY: PERFORMANCE

Measurement, Data Collection, and Analysis Procedures

Performance Objectives	Instrument	Dates For Gathering Data	Measurement Dates	Analysis Technique	Reporting Date(s)	Person(s) Responsible
<u>AWARENESS:</u>						
75 1.0 By the end of each school year (June 30) for the next five years, KSDE will have increased the awareness of and support for Career Education in Kansas as evidenced by an increase in the number of public school districts and private schools in Kansas which have adopted Career Education programs.	Questionnaire - - - Follow-up format	March-May 30, 1978 Repeated each year for five years	June 1, 1979 Repeated each year for five years	Percent of districts that have adopted Career Ed. programs - - 10 percent increase each year for five years	June 30, 1979 Repeated each year for five years	Technical Coordinator or Plan Evaluator

EVALUATION PLAN SUMMARY: PROCESS

Measurement, Data Collection, and Analysis Procedures

Process Objectives	Instrument For Gathering Data	Dates For Gathering Data	Analysis Technique	Reporting Date(s)	Person(s) Responsible
<u>AWARENESS:</u>					
1.1 By the end of each school year (June 30) for the next five years, KSDE will have prepared and disseminated to all forms of public and private media a series of informative articles and news releases on Career Education.	KSDE records	March-May 30, 1979 Repeated each year for five years	Review of records	June 30, 1979 Repeated each year for five years	Technical Coordinator or Plan Evaluator

EVALUATION PLAN SUMMARY: PROCESS

Measurement, Data Collection, and Analysis Collection

Process Objectives	Instrument For Gathering Data	Dates For Gathering Data	Analysis Technique	Reporting Date(s)	Person(s) Responsible
AWARENESS: (Cont'd)					
1.2 By the end of each school year (June 30) for the next five years, KSDE will have identified, developed, and disseminated effective exemplary materials (print and non-print) to communicate the concepts and benefits of Career Education to the general public, educators, administrators and Board Members.	KSDE records	March-May 30, 1979 Repeated each year for five years	Review of records	June 30, 1979 Repeated each year for five years	Technical Coordinator or Plan Evaluator

EVALUATION PLAN SUMMARY: PROCESS

Measurement, Data Collection, and Analysis Procedures

Process Objectives	Instrument For Gathering Data	Dates For Gathering Data	Analysis Technique	Reporting Date(s)	Person(s) Responsible
<u>AWARENESS:</u> (Cont'd)					
1.3 By June 30, 1978, KSDE will have disseminated copies of the first draft of the State Plan for Career Education to key groups throughout the State of Kansas and received suggestions from these groups for use in refining, planning, and implementing the Plan.	KSDE records	March-May 30, 1979 Repeated each year for five years	Review of records	June 30, 1979 Repeated each year for five years	Technical Coordinator or Plan Evaluator

EVALUATION PLAN SUMMARY: PROCESS

Measurement, Data Collection, and Analysis Procedures

Process Objectives	Instrument For Gathering Data	Dates For Gathering Data	Analysis Technique	Reporting Date(s)	Person(s) Responsible
<u>AWARENESS: Cont'd</u>					
1.4 By June 30, 1979, KSDE will have developed and made use of a Career Education State-wide Speakers bureau network.	KSDE records	March-May 30, 1979	Review of records	June 30, 1979	Technical Coordinator or Plan Evaluator
1.5 By June 30, 1980, KSDE will have involved school districts and their patrons throughout the state in refining, planning and implementing the State Plan.	Same as above (1.4)	March-May 30, 1980	Same as above (1.4)	June 30, 1980	Same as above (1.4)

EVALUATION PLAN SUMMARY: PERFORMANCE

Measurement, Data Collection, and Analysis Procedures

Performance Objectives	Instrument	Dates For Gathering Data	Measurement Dates	Analysis Technique	Reporting Date(s)	Person(s) Responsible
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IMPLEMENTATION:

2.0	By the end of each school year (June 30) for the next five years, KSDE will have increased the extent to which they have assisted school districts implement Career Education as evidenced by an increase in the number of school districts who have requested and received this assistance.	Questionnaire - - - Follow-up format	March-May 30, 1979 Repeated each year for five years	June 1, 1979 Repeated each year for five years	20 percent annual increase in districts using services of KSDE	June 30, 1979 Repeated each year for five years	Technical Coordinator or Plan Evaluator
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EVALUATION PLAN SUMMARY: PROCESS

Measurement, Data Collection, and Analysis Procedures

Process Objectives	Instrument For Gathering Data	Dates For Gathering Data	Analysis Technique	Reporting Date(s)	Person(s) Responsible
IMPLEMENTATION:					
2.1 By the end of each year (June 30) for the next five years, KSDE will have worked with different school districts including post-secondary districts in Kansas until all have been assisted in the development of comprehensive Career Education plans.	KSDE records	March-May 30, 1979 Repeated each year for five years	Review of records	June 30, 1979 Repeated each year for five years	Technical Coordinator or Plan Evaluator
2.2 By the end of each year (June 30) for the next five years, KSDE will have provided, to the extent possible, financial aid for the implementation of local Career Education plans.	Same as above (2.1)	Same as above (2.1)	Same as above (2.1)	Same as above (2.1)	Same as above (2.1)

EVALUATION PLAN SUMMARY: PROCESS

Measurement, Data Collection, and Analysis Procedures

Process Objectives	Instrument For Gathering Data	Dates For Gathering Data	Analysis Technique	Reporting Date(s)	Person(s) Responsible
<u>IMPLEMENTATION:</u> (Cont'd)					
2.3 By the end of each year (June 30) for the next five years, KSDE will have developed and/or assisted in the development and dissemination of guidelines for Career Education planning and implementation.	KSDE records	March-May 30, 1979 Repeated each year for five years	Review of records	June 30, 1979 Repeated each year for five years	Technical Coordinator or Plan Evaluator
2.4 By the end of each year (June 30) for the next five years, KSDE will have expanded a technical information and resource center to provide easy access to Career Education materials and information.	Same as above (2.3)	Same as above (2.3)	Same as above (2.3)	Same as above (2.3)	Same as above (2.3)

EVALUATION PLAN SUMMARY: PROCESS

Measurement, Data Collection, and Analysis Procedures

Process Objectives	Instrument For Gathering Data	Dates For Gathering Data	Analysis Technique	Reporting Date(s)	Person(s) Responsible
<u>IMPLEMENTATION:</u> (Cont'd)					
2.5 By the end of each year June 30) for the next five years, KSDE will have identified and made available to all local educational agencies experienced and technically able personnel to assist with Career Education program developments.	KSDE records	March-May 30, 1979 Repeated each year for five years	Review of records	June 30, 1979 Repeated each year for five years	Technical Coordinator or Plan Evaluator
2.6 By the end of each year (June 30) for the next five years, KSDE will have provided financial support for the development of Career Education demonstration programs in Kansas.	Same as above (2.5)	Same as above (2.5)	Same as above (2.5)	Same as above (2.5)	Same as above (2.5)

EVALUATION PLAN SUMMARY: PROCESS

Measurement, Data Collection, and Analysis Procedures

Process Objectives	Instrument For Gathering Data	Dates For Gathering Data	Analysis Technique	Reporting Date(s)	Person(s) Responsible
<u>IMPLEMENTATION:</u> (Cont'd)					
2.7 By the end of each year (June 30) for the next five years, KSDE will have validated the demonstration programs developed during the current or previous year.	Same as above (2.5)	Same as above (2.5)	Same as above (2.5)	Same as above (2.5)	Same as above (2.5)
2.8 By the end of each year (June 30) for the next five years, KSDE will have provided assistance to local school districts in the identification, selection and adoption/adaption of workable Career Education instructional materials, methods and techniques.	Same as above (2.5)	Same as above (2.5)	Same as above (2.5)	Same as above (2.5)	Same as above (2.5)

EVALUATION PLAN SUMMARY: PROCESS

Measurement, Data Collection, and Analysis Procedures

Process Objectives	Instrument For Gathering Data	Dates For Gathering Data	Analysis Technique	Reporting Date(s)	Person(s) Responsible
IMPLEMENTATION: (Cont'd)					
2.9 By the end of each year (June 30) for the next five years, KSDE will have supported the efforts of teacher training institutions in Kansas to infuse Career Education into the preparation of all prospective teachers and administrators.	KSDE records	March-May 30, 1979 Repeated each year for five years	Review of records	June 30, 1979 Repeated each year for five years	Technical Coordinator or Plan Evaluator
2.10 By the end of each year (June 30) for the next five years, KSDE will have arranged for and supported Career Education in-service training of current Career Education Coordinators, classroom teachers, counselors, administrators, board members and community support personnel.	Same as above (2.9)	Same as above (2.9)	Same as above (2.9)	Same as above (2.9)	Same as above (2.9)

EVALUATION PLAN SUMMARY: PROCESS

Measurement, Data Collection, and Analysis Procedures

Process Objectives	Instrument For Gathering Data	Dates For Gathering Data	Analysis Technique	Reporting Date(s)	Person(s) Responsible
<u>IMPLEMENTATION:</u> (Cont'd)					
2.11 By the end of each year (June 30) for the next five years, KSDE will have coordinated planning, implementation and resource dissemination between all local school districts and educational agencies as well as between local districts/agencies and other national, regional and state agencies.	Same as above (2.9)	Same as above (2.9)	Same as above (2.9)	Same as above (2.9)	Same as above (2.9)

In order to ensure acquisition of accurate information, ad hoc consultants will be used to develop and field-test all instruments.

All questionnaires will be distributed to school districts by mail in March, April, and May. A staggered distribution will facilitate follow-up on-site visits.

PROCESS OBJECTIVES

A series of record-keeping forms will be developed for use in recording information associated with these objectives. Each form will be coded to correspond to the identifying number assigned specific objectives. Data for these forms will include day-to-day activities which relate to specific objectives. The forms will include information relative to what action KSDE took, responses to local agencies (or other state or federal agencies), and ultimate outcome.

Data Analysis

The data from the questionnaire and on-site visits will be analyzed to determine (1) if Career Education has been implemented where it did not previously exist, (2) whether assistance provided schools and districts was received, (3) the value and consequence of this assistance.

The criteria to determine the successful implementation of the Plan will include the following:

1. An annual increase of 10 percent in the total number of school districts with comprehensive Career Education programs in operation. The five-year criterion of success is that 90 percent of all school districts in Kansas will have developed Career Education programs. Since 40 percent of the school districts have Career Education programs, the 90 percent criterion is not unrealistic.
2. An annual increase of 20 percent in the number of school districts having used the services of KSDE to refine, plan and/or implement Career Education.

Information associated with the accomplishment of all PROCESS OBJECTIVES will be reviewed to determine:

- (1) whether informative articles and news releases on Career Education have been developed and disseminated to public and private media.
- (2) whether KSDE has identified, developed, and disseminated effective exemplary print and non-print materials for use in communicating the concepts and benefits of Career Education to the general public, educators, administrators, and board members.

- (3) whether KSDE has disseminated copies of the first draft of the State Plan for Career Education to key groups in Kansas and has received suggestions from them as to ways in which the Plan can be refined and implemented.
- (4) whether KSDE has developed and used a Career Education Speakers' bureau network.
- (5) whether KSDE has involved school districts and their patrons from throughout the State in refining, planning, and implementing the State Plan.
- (6) whether KSDE has provided financial aid to local school districts to assist them in implementing local Career Education plans.
- (7) whether KSDE has developed and/or assisted in the development of, and disseminated guidelines for, Career Education planning and implementation.
- (8) whether KSDE has expanded their technical information and resource center to facilitate access to Career Education materials and information.
- (9) whether KSDE has identified and made available to all school districts and other educational agencies experienced and technically able people to assist with Career Education implementation.
- (10) whether KSDE has provided financial support for the development of demonstration programs in the area of Career Education.
- (11) whether KSDE has validated the demonstration programs they helped develop.
- (12) whether KSDE has helped local school districts to identify, select and adopt/adapt workable Career Education instructional materials, methods, and techniques.
- (13) whether KSDE has supported efforts of teacher training institutions in Kansas to infuse Career Education into their training programs.
- (14) whether KSDE has supported and arranged for Career Education in-service training for Career Education coordinators, classroom teachers, counselors, administrators, board members, and community support personnel.
- (15) whether KSDE has coordinated planning, implementation, and resource dissemination between all local school districts and educational agencies as well as between local districts/agencies and other national, regional, and state agencies.

Documentation and Monitoring Procedures

Information to be collected will include that associated with the interaction of the KSDE staff with local programs and other state, regional, and federal agencies insofar as Career Education is concerned. The Director of Career Education will develop and maintain a Central Data File which will contain information categorized according to the PERFORMANCE and PROCESS objective to

which it applies. The Technical Coordinator will be responsible for periodically reviewing the file to ensure that the information is being recorded accurately and that Career Education personnel are completing their assigned tasks of collecting and recording data. These bi-monthly monitoring activities will result in a written report prepared by the Technical Coordinator and submitted to the Commissioner of Education.

Evaluation Calendar

<u>Activity</u>	<u>Implementation Dates</u>	<u>Person(s) Responsible</u>
Establish Central Data File	September 30, 1978	Technical Coordinator/ C. E. Director
First draft of questionnaire	October 31, 1978	Technical Coordinator or Plan Evaluator
Submit questionnaires for review	November 6, 1978	Technical Coordinator or Plan Evaluator
Review questionnaires	November 24, 1978	Advisory Groups/KSDE Planning
Field Test questionnaires	January 20, 1979	Technical Coordinator or Plan Evaluator
Bi-monthly review of Central Data File	Every two months over five-year period	Technical Coordinator or Plan Evaluator
Bi-monthly reports to Director of C. E. on review	Report submitted two weeks after review	Technical Coordinator or Plan Evaluator
Administer questionnaire	First week in March, April, May over five-year period	Technical Coordinator or Plan Evaluator
End of Year Evaluation Report	June 25 of every year for five-year period	Technical Coordinator or Plan Evaluator
Redesign Evaluation Plan if needed	July 1 of every year for five-year period	Technical Coordinator or Plan Evaluator

ESTIMATED BUDGET

ESTIMATED BUDGET SUMMARY FOR
FIVE YEAR PERIOD*

Performance Objective	Process Objective	1978-79	1979-80	1980-81	1981-82	1982-83
1.0	1.1	2,368	2,368	2,368	2,368	2,368
	1.2	1,626	1,626	1,626	1,626	1,626
	1.3	4,416	3,666	3,666	3,666	3,666
	1.4	2,682	2,582	2,582	2,582	2,582
	1.5	12,524	12,524	12,524	12,524	12,524
Subtotal		23,616	22,766	22,766	22,766	22,766
2.0	2.1	19,542	16,542	12,642	12,342	12,342
	2.2	221,888	871,888	771,888	621,888	471,888
	2.3	35,852	21,452	21,452	21,452	21,452
	2.4	108,816	124,036	62,216	61,216	60,216
	2.5	50,056	50,056	50,056	50,056	50,056
	2.6/2.7	84,516	84,516	84,516	84,516	84,516
	2.8	30,740	28,740	21,540	20,840	16,840
	2.9	4,854	4,854	4,854	4,854	4,854
	2.10	60,776	57,776	57,776	57,776	57,776
	2.11	27,796	27,796	27,796	27,796	27,796
Subtotal		644,836	1,287,656	1,114,736	962,736	807,736
TOTAL		668,452	1,310,422	1,137,502	985,502	830,502

*Does not include funds generated from local effort. Local funds over the five year period are estimated to range from 3 to 5 million dollars. The above figures also do not reflect Federal monies available from grants for post-secondary programs and other sources.

ESTIMATED PERSONNEL COSTS*
(ANNUAL)

Performance Objective	Process Objective	Director	Coordi- nator	Specialist(s)	Technical Coord.	Clerks	Total
1.0	1.1	1,420	-	-	-	448	1,868
	1.2	1,562	-	-	-	64	1,626
	1.3	852	-	-	-	64	916
	1.4	284	-	-	648	-	932
	1.5	2,414	-	-	1,296	64	3,774
Subtotal		6,532	-	-	1,944	640	9,116
2.0	2.1	1,562	-	9,280	-	1,200	12,042
	2.2	7,668	-	12,420	-	1,800	21,888
	2.3	2,840	-	4,212	-	6,400	13,452
	2.4	-	-	-	-	9,216	9,216
	2.5	2,840	30,000	-	-	9,216	42,056
	2.6/2.7	1,420	-	3,240	11,016	3,840	19,516
	2.8	1,420	-	6,480	-	3,840	11,740
	2.9	1,562	-	972	-	320	2,854
	2.10	4,544	-	2,592	-	640	7,776
	2.11	3,692	-	15,336	-	8,768	27,796
Subtotal		27,548	30,000	54,532	11,016	45,240	168,336
Total		34,080	30,000	54,532	12,960	45,880	177,452

*Includes travel, fringe benefits, etc. Does not include provisions for cost-of-living increase.

ESTIMATED BUDGET ALLOCATIONS BY CATEGORY

1. Services (Direct/Indirect) to School Districts:	1978- 1979	1979- 1980	1980- 1981	1981- 1982	1982- 1983
a. Resources	158,872	174,092	112,272	111,272	110,272
b. Demonstration Projects	84,516	84,516	84,516	84,516	84,516
c. Financial Aid	221,888	871,888	771,888	621,888	471,888
d. In-Services	91,516	86,516	79,316	78,616	74,616
e. Technical Assistance	55,394	37,994	34,094	33,794	33,794
f. Coordination	27,796	27,796	27,796	27,796	27,796
Subtotal	639,982	1,282,802	1,109,882	957,882	802,882
2. Services to Teacher Training Institutions*	4,854	4,854	4,854	4,854	4,854
Subtotal	4,854	4,854	4,854	4,854	4,854
3. Awareness	23,616	22,766	22,766	22,766	22,766
Subtotal	23,616	22,766	22,766	22,766	22,766
TOTAL	668,452	1,310,422	1,137,502	985,502	830,502

*15 million dollars are authorized to IHE units through Career Education Incentive Act.

ESTIMATED STATE FEDERAL SHARE OF COSTS¹

1978 - 79

Total Needed:	\$ 668,452
Federal Share:	630,000
State Share:	38,452

1979 - 80

Total Needed:	1,310,422
Federal Share:	1,159,428*
State Share:	150,994

*75% funding for staff included.

1980 - 81

Total Needed:	1,137,502
Federal Share:	808,764*
State Share:	328,738

*50% funding for staff,
75% funding for programs included.

1981 - 82

Total Needed:	985,502
Federal Share:	492,751*
State Share:	492,751

*50% funding for staff,
50% funding for programs included.

1982 - 83

Total Needed:	830,502
Federal Share:	251,989*
State Share:	578,513

*50% funding for staff,
25% funding for programs included.

Total Needed for Five Year Period: \$ 4,932,380

Federal Share	\$ 3,342,932 (68%)
State Share:	1,589,448 (32%)

¹Federal housing possibilities based on Career Education Incentive Act authorizations.

ESTIMATED BUDGET
ARRANGED BY PRIORITIES*

Process Objective	1978-79	1979-80	1980-81	1981-82	1982-83
2.8	30,740	28,740	21,540	20,840	16,840
2.10	60,776	57,776	57,776	57,776	57,776
2.2	221,888	871,888	771,888	621,888	471,888
2.1	19,542	16,542	12,642	12,342	12,342
2.9	4,854	4,854	4,854	4,854	4,854
1.5	12,524	12,524	12,524	12,524	12,524
1.1	2,368	2,368	2,368	2,368	2,368
2.3	35,852	21,452	21,452	21,452	21,452
2.4	108,806	124,036	61,216	61,216	61,216
1.2	1,626	1,626	1,626	1,626	1,626
1.4	2,682	2,582	2,582	2,582	2,582
2.5	50,056	50,056	50,056	50,056	50,056
2.6/2.7	84,516	84,516	84,516	84,516	84,516
2.11	27,796	27,796	27,796	27,796	27,796
1.3	4,416	4,416	4,416	4,416	4,416

*Priorities may change from year to year; however, they should be considered valid for 1978-79 and recomputed each year thereafter. These priorities are based on information obtained in the needs assessment process.

APPENDIX A
DEVELOPMENTAL MILESTONES

DEVELOPMENTAL MILESTONES

1977

February

1. Assess present status and present needs of local Career Education programs.
2. Research and assimilated all previous Kansas efforts, documents, decisions, etc.
3. Research and pull together a number of different ideas, concerns, documents, etc., from other sources (regional, national, etc.).
4. Select, appoint, meet with and coordinate advisory groups.

March

1. Abstract, summarize, organize and/or otherwise prepare materials for review.
2. Review and/or refine ideas and prepare materials with groups and individuals for purposes of developing new or ratifying old ideas.

April

1. Examine State's possible resources for use in Career Education Plan.

May

1. Consolidate and/or elaborate on reviewed material by preparing unified document/plan.
2. Further examination and refinement of document by group study, discussion and additional input.

June

1. Submit draft of State Plan to Board of Education for review and possible acceptance.

October

1. Print and distribute 500 copies of proposed Plan for review and input by local districts and others.
2. Research and consolidate Kansas and other states' efforts, documents, etc.

November

1. Design assessment instruments, select sample, and validate instruments.
2. Abstract, summarize, organize and otherwise prepare material for review.
3. Make arrangements and preparations for regional conferences and Governor's Conference.

December

1. Meet with U.S. Office of Career Education to review proposed Plan.
2. Prepare and disseminate public notice of regional conferences.
3. Refine needs assessment instruments.

1978

January

1. Conduct six regional conferences.
2. Distribute needs assessment instruments.

February

1. Abstract and summarize input from regional conferences and results of needs assessment.
2. Prepare abstract of Plan and Implementation Handbook.
3. Complete Governor's Conference arrangements.

March

1. Present abstract of State Plan to State Board of Education.
2. Consolidate and/or review materials and prepare review draft of State Plan.
3. Refine State Plan with input from various advisory groups.
4. Disseminate public notice of Governor's Conference.

April

1. Further refine State Plan with input from various advisory groups.
2. Conduct Governor's Conference.

May

1. Further refine State Plan with input from various advisory groups.

2. Submit State Plan to State Board for review and possible acceptance.

June

1. State Board hearing on State Plan.
2. Review of State Board hearing results.
3. Printing and distribution of 500 copies of approved State Plan.

APPENDIX B

MEMBERS OF GROUPS ASSISTING IN
THE DEVELOPMENT EFFORT

MEMBERS OF GROUPS ASSISTING IN
THE DEVELOPMENT EFFORT

Career Education Input Council

State Education Agency

Dorothy Groesbeck, Chairman
State Board of Education

Wilbur Rawson, Director
Career Education

Governor's Office

Jim Maag
Legislative Liaison

Business and Industry

Jack Pearson, Executive Director
Kansas Assn. of Commerce/Industry

Paul Fleener, Research Director
Kansas Farm Bureau

Nelson Galle, Executive
Hesston Corporation

Gary Sherrer, Executive (First
Yr. Only)
Capitol Federal Savings

Labor

Ralph McGee, Executive Secretary
Kansas State Federation of Labor

Jack McGlothlin, State Director
United Transportation Union

Local Education Agencies

Dean Stucky, Deputy Superintendent
Wichita Public Schools

Charles Stone, Director of
Instruction
Garden City Public Schools
(First Yr. Only)

Gordon Schultz, Asst. Super-
intendent
Iola Public Schools

Ann Garvin, Teacher
Topeka High School

Ouida Pyle, Teacher
McPherson Junior High School

Higher Education

Jack Barnett, Chairman
Dept. of Curriculum & Administration
Pittsburg State University

Community College

Carl Heinrich, President
Butler County Community College

Area Vocational Technical Schools

Roy Berry, Director - Don Cox, Asst.
KAW AVTS Director
Topeka, Kansas KAW AVTS
(Second Yr. Only)

Human Resources Department

James McCain, Secretary
Human Resources, Department
(First Yr. Only)

John Hancock (Second Yr. Only)

Media

Stan Stauffer, Executive
Stauffer Publications
(First Yr. Only)

Bernie Brown
KAYS-TV (Second Yr. Only)

Guidance Counselor

Mary Kosier, Past President
Kansas Vocational Guidance Assn.

Student

Carol Hedges, President, Senior
Class
Topeka High School (First Yr.
Only)

School Board

Denise Apt, Immediate Past
President
Kansas Assn. of School Boards
Local Board Member

Kansas State Board of Regents

John Conrad, Executive Officer

Gene Kasper, Extension Officer
(Second Yr. Only)

Career Education Consultant

Hazel Rockhold
Southeast Kansas Regional
Educational Service Center

Parent

Kathleen White, President
Kansas PTA

Lois Musseman, Parent

Career Education Practitioner's Council

Jody Bauman
North Central Kansas AVTS

Ken Best
Wichita Curriculum Center

Bertram Caruthers
Kansas City USD 500

Tom Christie (Second Yr. Only)
Lawrence USD 497

Bettye Coughenour
Ottawa USD 290

Roy Piper
Southwest Kansas AVTS

Bruce Poage
Clay Center USD 379

Mary Remington (Second Yr. Only)
Pittsburg USD 250

Donna Rogers (Second Yr. Only)
Kansas City USD 500

William Saunders
Garden City USD 457

Deanne Coward
Liberal AVTS

Ernie Honas
Hays USD 489

Danny Lewis
Shawnee Mission USD 512

Marcia Lundin (First Yr. Only)
Topeka West High School

Cathy Wilson (Second Yr. Only)
Wichita USA 259

Gene Willich (Second Yr. Only)
Dodge City USD 443

Larry Wills
Topeka USD 501

Kansas State Department of Education Task Force on Career Education

Merle Bolton, Commissioner
State Department of Education

Percy Sillin, Assistant
Commissioner
Agency Services Division

L.C. Crouch, Assistant
Commissioner
Education Services Division

Dale Dennis, Assistant
Commissioner
Financial Services Division

Welcome Rumbaugh, Director
Post-secondary Administration

James Marshall, Director
Special Education Administration

Dean Prochaska, Director
Vocational Education Administration

Eileen Heinen, Director
Educational Assistance

John Vigneron, Director
Program Approval and Compliance

Phil Thomas, Director
Educational Improvements and
Development

Warren Bell, Director
State and Federal Program
Administration

Pre-Service, in-Service Ad Hoc Committee

Dale Scannell, Dean of Education
Kansas University

Jordan Utsey, Dean of Education
Kansas State University

Truman Hayes, Dean of Education
Emporia State University

Wesley J. Sandness, Dean of Instruction
Pittsburg State University

Lavier Staven, Dean of Education
Fort Hays State University

Leonard Chaffee, Dean of Education
Wichita State University

Wilbur Oldham, Dean of Education
Washburn University

Bob Kelly, Executive Director
Kansas Association of Independent Colleges

APPENDIX C
BACKGROUND INFORMATION ON
CAREER EDUCATION

BACKGROUND INFORMATION ON CAREER EDUCATION

The following is a brief overview of the Career Education movement, both as a national effort and a state effort. No attempt, however, will be made to detail the historic threads and developmental milestones of Career Education.

Historical Perspectives of Career Education

Recognition should be given to the many concepts, pressures, and approaches in the recent Career Education movement, on both the federal and the State level, that have solid historic roots. As Kansas public schools emerged in the 1880's vocational education and guidance efforts responded to the need to prepare young people for a growing and increasingly complex industrial society.

Some conceptual beginnings for Career Education appeared when the discussion and actual development of public schools began around 1800. There were seeds of Career Education concepts in the "common schools movement" between 1830 and 1880, in the land grant colleges, in the progressivism of the American Herbartians (later the National Society for the Study of Education), in the commissions and committees of the National Education Association (1893, 1895, 1899, 1911, and 1918), and in the writings of John Dewey, the Smith-Hughes Act of 1917, and the Life Adjustment Movement following World War II.

Other important predecessors of Career Education were the pressures for more relevant preparation of our young people that resulted from the 1957 launching of Sputnik I, and that took the form of the 1958 passage of the National Defense Education Act (NDEA). Likewise, the difficult years of the 1960's and what appeared to be a growing generation gap between young people and the prevailing order set the stage for change. Finally, the use of education for social change as evidenced by parts of the 1956 Elementary and Secondary Education Act, the obvious growing problems of welfare, and the seemingly growing mismatch between public education and labor market conditions are all part of the mix from which the Career Education concept emerged. By 1971, Career Education was clearly a concept whose time had come.

Credit for the recent intensive efforts toward a series of educational reforms labeled as "Career Education" clearly belongs to Sidney P. Marland, U.S. Commissioner of Education, (Office of Education, U.S. Department of Health, Education, and Welfare). Commissioner Marland formally introduced the concept in a major talk delivered in January of 1971 where he used the following definition:

The fundamental concept of Career Education is that all educational experiences, curriculum construction, and counseling should begin the preparation for economic independence and an appreciation for the dignity of work.

Later that same year Commissioner Marland struck a bargain with the chief state school officers which led to the eventual funding of Career Education demonstration projects (model projects) in all states. Originally in 1972, Part C of the Vocational Education Act (Research and Training) was the funding vehicle for stimulating Career Education; in 1973 Part D (Exemplary Programs and Projects) of the Vocational Education Act was used for funding.

A parallel effort began in 1972, and lasted through 1976, by the National Institute of Education (NIE). Again, the aim of the funding was to develop Career Education models and stimulate and test Career Education approaches.

The Education Amendments of 1974 authorized, and the 1976 Amendments extended, state planning, assessment of national needs, and development of a clearinghouse and additional exemplary models. An Office of Career Education and a National Advisory Council on Career Education were also established and funded.

New federal legislation that will provide larger amounts of funds for implementing state plans is entitled the Career Education Incentive Act of 1977. (P.L. 95-207) This Act was signed by President Carter on December 4, 1977.

Clearly, there has been, and continues to be, a federal initiative. But if the federal government gets credit for initiative, the State of Kansas can well lay claim to quickly embracing and energetically implementing the concept in a wide variety of actual learning situations throughout the State. The first Kansas Career Education projects (Clay Center, Lawrence, and Kansas City) even predate Commissioner Marland's formal introduction of the concept.

Below is a skeletal outline of some of the major Career Education events in Kansas since 1970:

- 1970 - First Career Education grants (federal) to Clay Center, Lawrence and Kansas City
- 1971 - First use of Kansas Vocational Education Funds to support exemplary Career Education projects
- 1972 - First rural school Career Education grant to Hill City
- 1972 - Subgoal on career preparation was developed as part of the Statewide Goals for Education for Kansas

- 1972 - First statewide Governor's Conference on Career Education was held
- 1972 - First survey was conducted on School Superintendents' Needs for Career Education implementation
- 1972 - First Title III (ESEA) support for innovative Career Education projects
- 1973 - Position paper on Career Education was accepted by State Board of Education
- 1973 - First Statewide Career Education Leadership Training Conference was held
- 1973 - First model for Career Education Personnel Development was developed
- 1973 - First Plan for State Career Education Personnel Development was developed
- 1973 - First goals for Career Education were developed by academic Deans and KSDE
- 1973 - Three Year Action Plan for Career Education was developed
- 1973 - Kansas Guide for Career Education was developed
- 1973 - In-Service training in Career Education was instituted
- 1974 - Legislative Concurrent Resolution on Career Education was passed
- 1974 - Statewide Conference on Career Education was held
- 1975 - First state appropriation for Career Education was made (\$200,000)
- 1975 - Interlocal Agreement Legislation was passed allowing "Career Education Cooperatives"
- 1975 - Federal grant was made to Wichita School District for large Career Education component project
- 1975 - Guide for Implementing Career Education in Kansas Schools was developed
- 1975 - Kansas Action Model for Career Guidance, Counseling & Placement was developed
- 1975 - First position allocated in KSDE for Career Education Specialist

- 1976 - Federal grant for a one-year, five-region study of progress in Career Education was received
- 1976 - Statewide needs assessment for Career Education was completed
- 1976 - Post-secondary Conference on Career Education was held in state
- 1977 - Comprehensive statewide planning activity for five-year Career Education Plan begins
- 1978 - Six Regional Conferences on Career Education were held in state
- 1978 - Second Statewide Governor's Conference on Career Education was held
- 1978 - State Plan for Career Education was completed

As stated previously, the plan resulting from the above activities is not the beginning of Career Education in Kansas, but a continuation.

APPENDIX D
RESULTS OF NEEDS ASSESSMENT

RESULTS OF NEEDS ASSESSMENT

Needs Assessment Results For 1976-77

A total of 306 of the 307 Superintendents of Unified School Districts in Kansas returned a questionnaire aimed at (1) estimating their progress at infusing Career Education into the curricula of their schools and (2) assessing their present and future needs for this activity. The following pages summarize the results. It should be kept in mind that this particular questionnaire left the definition and ultimate level of infusion up to each Superintendent and indications of progress were no doubt set against varying standards and expectations.

*When asked how they viewed the progress of infusing Career Education into their classrooms, almost one-half (48%) indicated their district had completed the implementation of Career Education at the 25 to 50 percent level. Only about 4 percent indicated no progress, 24 percent indicated 5 to 20 percent complete, 21 percent indicated 55 to 75 percent complete, 2 percent indicated 80 to 95 percent complete and one Superintendent indicated completed (100%) infusion.

*Approximately 54 percent of the superintendents indicated their district had a general education philosophy and/or written policies which include provisions for Career Education while 46 percent indicated no such philosophy or policies.

*Approximately 24 percent of the superintendents indicated that a Career Education needs assessment had been completed, while 76 percent indicated no needs assessment had been conducted.

*Approximately 8 percent of the superintendents indicated their district has a Career Education Advisory group, while 72 percent indicated no such group presently existed.

*Approximately 20 percent indicated their district had set goals and objectives for Career Education while 80 percent indicated no such effort yet.

The superintendents also indicated how many of their district personnel have received at least some form of in-service training in Career Education. Below are the approximate figures.

Elementary teachers	5,300
Jr. High/Middle School teachers	1,500
High School teachers	2,500
Guidance/Counseling staff	400
Paraprofessional/Aides	105
Others (generally administrators)	135
Total	9,940

These results indicate there has been a good amount of in-service training of educational personnel in Kansas, but no attempt was made to assess the nature, depth, adequacy, completeness, or quality of what has occurred.

*Superintendents indicated some type of Career Education Coordinator/Director had been identified in 50 percent of the districts and not identified in the other 50 percent. Of those coordinators who have been identified as such, 89 percent are working part-time at Career Education while 11 percent are full time. Below is a breakdown of the primary professional backgrounds of the coordinators/directors.

Elementary/Secondary teachers	22 percent
Career Education Specialist	12 percent
Curriculum Specialist	10 percent
Guidance/Counseling	31 percent
Outside Business/Industry	5 percent
Vocational Education	7 percent
Administrator	12 percent
Librarian/Lay person	1 percent

*Approximately 60 percent of the superintendents indicated they spent some local funds for Career Education in 1977 (from \$45 to \$1000). Total local funds spent in 1977 by Kansas USD's was estimated to be \$1,284,012. In 1977 twenty-two districts spent a total of \$341,816 in Federal funds on Career Education, twelve districts spent \$82,663 of state monies, and seven districts spent \$12,795 obtained elsewhere.

Local Budgeting	\$1,284,012
Federal Funds	341,816
State Funds	82,663
Other Funds	12,795
Total	\$1,721,286

*One hundred seventy-four superintendents (55%) anticipated they would spend approximately \$942,000 on Career Education in 1978. This is a figure well below (54%) the amount spent in 1977 (\$1,721,286) and can be attributed in part to the lack of federal and state funds available for the 1977-78 year.

*When asked what their districts had developed in the way of successful Career Education materials, activities, or innovative approaches which might be adopted for use in other Kansas school districts, the following items were indicated:

	<u>No. of Districts</u>	<u>Percent of Total</u>
Curriculum infusion materials	31	10
Career Counseling	67	22
Utilizing community resources	75	25
Use of advisory groups	30	10
Elementary level Career Education activities	58	19
Career exploration programs	63	21
Career information systems	57	19
Groups career counseling	39	13
Career Education for handicapped	22	7
Career Education for gifted	8	3
Career Education for potential drop-outs	26	8
Simulated work experience	48	16
Unpaid work experience (for credit)	40	13
Work observation for shadowing	30	10
Student placement services	33	11
Field trips	89	29
Computer assisted instruction	6	2
Developing job survival skills	22	7
Planning vocational programs	39	13
Seminar courses in Career Education	1	.3
Work/Study programs	1	.3

Among the more frequent components of Career Education to which Kansas districts have turned their attention are: field trips, use of community resources, career counseling and Career Education exploration programs.

*Superintendents suggested the names of 121 Kansas educators (from their own district) who could provide consultation and training to other school districts.

Needs

According to local superintendents (public USD's), the three most frequently mentioned needs from the state agency for implementing Career Education in their districts were: (1) financial assistance (74%), (2) in-service training for their instructional staff (68%), and (3) curriculum materials (62%).

In terms of additional funding from all sources, 167 superintendents (54%) indicated they would need approximately four and one-half million dollars for their school districts over the next five years. The other 46 percent were either unable or unwilling to estimate a needed amount. The larger school districts were, however, included in the 54 percent who were able or willing to estimate, and the total amount needed would certainly not exceed \$7,500,000. The average additional amount needed over the next five years is \$24,429 per district. Figured another way, this is about \$17 per student for Career Education (437,771 FTE).

Certainly the superintendents see Career Education implementation as requiring some additional funds (from \$700 to \$500,000) over the next five years. The bulk of this would have to come from their own local budgets, even if 80 percent of the anticipated federal funds from the Career Education Incentive Act were to flow to local districts.

In terms of additional in-service training of instructional staff for Career Education, 17 percent of the superintendents indicated all (100%) of their teachers would benefit. Approximately 7 percent indicated 80 to 95 percent, 28 percent indicated 55 to 75 percent, 40 percent indicated 25 to 50 percent, 7 percent indicated 5 to 20 percent and only 1 percent indicated none of their instructional staff would benefit from additional Career Education in-service training. Clearly, the numbers of instructional personnel who would benefit from additional career in-service training are large.

Needs Assessment for 1977-78

During the second stage of planning (1977-78) a follow-up survey was conducted. The primary objective of this survey was to verify the goals and objectives contained in the Proposed Plan developed during the first planning stage. Another objective was to identify specific Career Education needs, including needs of handicapped secondary students, in-service needs of teachers, needs of business and labor, needs of teacher training institutions, and needs of vocational education. A third objective was to identify current Career Education activities already in operation.

Representative samples in this survey included Special Education Coordinators in 35 school districts, Career Education Coordinators in 40 school districts, 15 business and labor agencies, Vocational Education Coordinators in 33 school districts and 17 teacher training institutions.

The first section of the survey asked respondents to indicate whether they viewed the sub-goals in the Proposed Plan as

important or unimportant. Following is a composite of the results of this portion of the survey.

Sub-goals (Process Objective)	Percent Considering Sub-goal Important (Mean)	Rank
Instructional materials	83	1
In-service	80	2
Development of local plans	77	3
Financial aid	77	3
Pre-service	76	5
Community involvement	74	6
Use of media	73	7
Development of guidelines	72	8
Technical resources	71	9
Exemplary materials	66	10
State Plan refinement	61	11
Human resources	57	12
Demonstration projects	56	13
Resource sharing	54	14
Speakers' bureau	49	15

All sub-goals with the exception of the one associated with the establishment of a speaker's bureau were considered important by a majority of the respondents. Eleven (73%) of the sub-goals were considered important by over two-thirds of the respondents while eight (53%) sub-goals were considered important by three-fourths or more of the respondents.

These findings indicate, for the most part, that the sub-groups included in the follow-up survey agree with the sub-goals included in the Proposed Plan and feel they are important and should be included in the State Plan. The possible exception is the need for a speakers' bureau.

Variations in responses occurred within the sub-goals but were found not to be significantly different from the total group findings.

The rankings indicate the relative importance placed on the sub-goals by the respondents.

The findings of the previous years' survey and the current survey indicate that materials development, training, financial aid, and local plan development are considered most important in the successful implementation of Career Education in the State. The findings also reveal that school district personnel are more interested in receiving assistance in implementing Career Education than they are in being exposed to more awareness activities.

Responses to the second portion of the survey, concerned with the importance of activities designed to accomplish the sub-goals, are presented below.

Activity	Percent Indicating Important	Rank	Weighted* Ranking
Infusion of Career Education material at senior high level	92.6	1	1
Infusion of Career Education activities at senior high level	93.6	2	2
Infusion of Career Education material at junior high level	90.2	3	3
Development of Job Finding Skills	88.8	4	4
Development of Job Survival Skills	88.2	5	6
Individual Career Counseling	88.2	5	11
Infusion of Career Education activities at junior high level	87.2	7	8
Infusion of Career Education activities for handicapped	87.2	7	9
Development for Career Information Systems	87.0	9	15
Group Career Counseling	85.6	10	10
Career Exploration	85.0	11	13
Planned Vocational Education Programs	84.8	12	14
Infusion of Career Education materials for potential drop-outs	84.4	13	5
Using Community Resources	81.6	14	7
Infusion of Career Education activities for gifted	81.2	15	12
Community Awareness activities	78.6	16	16
Infusion of Career Education materials for gifted students	74.6	17	16
Field trips	73.6	18	21
"Mainstreaming" Handicapped	70.6	19	19
Student placement services	70.4	20	18
Infusion of Career Education activities at elementary level	68.2	21	20
Simulated work Experience	67.8	22	23
Work "shadowing"	66.4	23	24
Infusion of Career Education materials at elementary level	65.4	24	22
Paid Work Experience	64.0	25	25
Unpaid Work Experience	61.2	26	26
Use of Advisory Boards	58.8	27	27
Career Education for Adults	52.2	28	28
Computer-assisted Career Education instruction	42.4	29	29

*Ranking takes into consideration weighting for "important" and "most important" responses.

A majority of the respondents indicated that all but computer-assisted Career Education were considered important. These findings reveal that activities involving assistance with infusing Career Education materials and activities at the school level are considered most important, particularly those for junior and senior high programs. Career job finding, survival skills and counseling activities are also considered most important.

The respondents indicated that the following activities were a part of their present programs.

	Percent of Respondents				
	1*	2	3	4	5
1. Stimulating community awareness of Career Education	18	11	7	17	9
2. Utilization of community resources	37	11	27	22	15
3. Utilization of advisory boards	21	11	13	22	15
4. Infusion of Career Education materials					
a) at the elementary level	37	26	27	17	8
b) at the junior high/middle school level	42	11	40	11	8
c) at the senior high level	42	11	40	17	8
d) into programs for gifted	2	--	27	6	--
e) into programs for potential dropouts	11	--	--	6	7
f) into programs for handicapped	--	--	7	--	1
5. Infusion of Career Education activities					
a) at the elementary level	37	26	27	11	8
b) at the junior high/middle school level	34	--	40	11	8
c) at the senior high level	39	11	40	17	8
d) into programs for handicapped	16	--	33	--	8
e) into programs for gifted	3	--	7	6	8
f) into programs for potential dropouts	--	--	13	--	--
6. Improved individual career counseling	42	21	27	22	8
7. Improved group career counseling	32	21	20	17	--

	Percent of Respondents				
	1*	2	3	4	5
8. Career information systems	39	--	33	28	27
9. Career exploration programs	34	26	20	35	15
10. Computer-assisted Career Education instruction	3	--	--	6	8
11. Simulated Work Experience	21	5	20	22	8
12. Planned Vocational Education Programs	36	5	20	28	--
13. Field Trips	47	21	40	6	8
14. Improved "mainstreaming" techniques for Career Education programs for Handicapped	13	5	13	6	--
15. Work Observation or "shadowing"	29	21	20	33	11
16. Unpaid Work Experience (for credit)	32	11	20	33	15
17. Paid Work Experience	32	16	27	28	38
18. Student Placement Services	21	21	33	22	8
19. Developing Job Survival Skills	37	--	1	32	8
20. Developing Job Interviewing and Job Finding Skills	53	11	40	33	--
21. Career Education Programs for Adults	5	--	7	6	15

*1=Career Education Coordinators (N=40), 2=Pre-service or teacher training (N=17), 3=Special Education Coordinators (N=35), 4=Vocational Education Coordinators (N=33), 5=Business/Labor (N=15).

These findings reveal:

1. Most of the in-service training being provided (53%) is in the area of developing job interviewing and finding skills. The next most prevalent in-service activity is field trips (47%), followed by improving individual career counseling skills (42%), and infusion of Career Education materials at the junior high/middle school

level (43%) and senior high level (42%). The least amount of activity, insofar as Career Education Coordinators are concerned, appears to be in the area of infusion of Career Education materials for handicapped children (0%) and infusion of Career Education activities into programs for potential dropouts (0%). The next smallest effort is being made in the areas of infusing Career Education materials and activities into programs for gifted children (3%), computer-assisted Career Education instruction (3%), and Career Education programs for adults.

2. Most of the teacher training activity in the area of Career Education appears to be in the areas of infusing instructional materials and activities into programs at the elementary level (37%) and infusion of Career Education activities into programs for senior high students (39%) and junior high/middle school students (34%).

No pre-service training appears to be offered relative to (a) infusion of Career Education materials into programs for gifted, potential dropouts, and handicapped students (b) infusion of Career Education activities into programs for junior high/middle school, handicapped, gifted and potential dropout students. Pre-service training in the areas of computer-assisted instruction, career information systems, developing job survival skills and Career Education programs for adults also appears to be absent.

3. Career Education activities appear to be widespread and diverse for handicapped students. Most of the activities (40%) appear to be in the following areas: infusion of materials and activities into programs for junior high/middle school and senior high students; planned vocational education programs; and development of job interviewing and finding skills. No activities are indicated in the areas of: computer-assisted Career Education instruction and infusion of Career Education materials into programs for potential dropouts. Few activities (1%) are associated with the development of job survival skills.
4. Career Education activities also appear to be included in vocational education programs. The most prevalent activities appear to be: career exploration programs (35%), work observation or "shadowing" (33%); developing job interviewing and finding skills (33%); and developing job survival skills (32%). To a lesser degree, vocational educational programs are involved in the following: infusion of Career Education

activities into programs for handicapped students (0%); activities for potential dropouts (0%); infusion of Career Educational materials and activities into programs for gifted (6%); infusion of Career Education materials into programs for potential dropouts (6%); computer-assisted Career Education instruction (6%); planned vocational education programs (6%); improved "mainstreaming" of Career Education programs for handicapped children (6%); and Career Education for adults (6%).

5. Labor and industry appear to be actively involved in Career Education activities, though to a somewhat lesser degree than the other sub-groups. The highest degree of involvement appears to be in the area of paid work experience (38%). The next most mentioned involvement was through career information systems (27%) followed by community resources utilization (15%) and advisory board utilization (15%).

When asked to indicate the type of in-service training being offered, most Career Education Coordinators indicated one-day workshops. However, workshops of longer duration were also mentioned.

In addition to those indicated above, specific in-service needs mentioned by respondents in answer to an open-ended question included the following:

1. Writing Career Education objectives into daily lesson plans at the elementary and secondary levels.
2. Use of resource speakers at the junior high level.
3. Use of simulation activities at the junior high level.
4. Ongoing in-service activity.

Teacher training institutions indicated the following types of pre-service activity offered by them:

1. Assignment of student teacher to cooperating teachers with Career Education exposure.
2. Undergraduate awareness training for elementary education majors.
3. Conference relating "Liberal Arts" to Career Education.
4. Elementary education students exposure to Career Education alternatives.

5. Graduate courses (three hours), Theory and Practice of Career Education.
6. Career options class.
7. Aptitude testing and Career Guidance.
8. Graduate seminars for credit.
9. Elective courses for elementary education majors.
10. Practicum in Career Education.
11. Learning packets.
12. Infusion of Career Education into various courses.
13. Speakers brought to classes to address topics of Career Education.

The only additional need expressed by teacher training institutions in response to an open-ended question was for Career Education awareness courses for secondary education majors.

Special Education Coordinators indicated that most of the Career Education training received by them was through one- or two-day workshops conducted in their districts or as part of a cooperative effort. Workshops of short duration were also mentioned as the type of Career Education training received by Vocational Education Coordinators. This latter sub-group indicated additional Career Education training was needed in the following areas:

1. Inter-disciplinary approach to Career Education; sequential, non-repetitious plan (K-12).
2. Theory of Career Education.
3. Expanded knowledge of educators of the world of work.
4. Practical application of Career Education.
5. Improved coordination of Career Education and vocational education.
6. Avoiding sex stereotyping.
7. Retraining of counselors.
8. Modifications of occupational perceptions.

The Business and Labor sub-group indicated that they had participated in Career Education workshops, career days, career development programs for employees, and had made presentations as indications of additional Career Education involvement.

APPENDIX E

GOVERNOR'S REVIEW LETTER

STATE OF KANSAS



OFFICE OF THE GOVERNOR
State Capitol
Topeka

RECEIVED

SEP 6 1978

COMMISSIONER
OF EDUCATION (B)

ROBERT F BENNETT
Governor

September 1, 1978

Mr. Merle Bolton, Commissioner
Department of Education
120 East 10th Street
Topeka, Kansas 66612

Dear Commissioner Bolton:

I have reviewed the State Plan for Career Education
and have the following comments:

1. The needs assessment does not focus directly
on the assessing our youth's knowledge about
careers resulting in a lack of any overall
state priorities for career education. Future
planning should focus on this area.
2. The Handbook that is planned for use by local
schools appears most useful. I particularly
liked the section on expected student outcomes
for various grade levels and the listing of
tests that could be used to evaluate student
knowledge.

I appreciate the opportunity to review these
plans.

Yours sincerely,

A handwritten signature in dark ink, appearing to be "RFB", written over a horizontal line.

Robert F. Bennett
Governor of Kansas

RFB:mrg

HANDBOOK

PLANNING, IMPLEMENTING AND
EVALUATING CAREER EDUCATION
PROGRAMS IN KANSAS SCHOOLS

*Supplement to
Career Education State Plan*

Prepared by:
Dr. Kenneth A. Martinez

1978

FOREWORD

This guide should serve as a valuable resource and reference for local educational agencies as they translate Career Education from a concept to a functional and operational reality. It touches upon every phase required to develop and implement a Career Education program in school districts.

At the same time, much remains to be done before Career Education becomes an integral part of the total educational program. More information will have to be gathered; more knowledge made available and teacher preparation programs will have to change. It is hoped that efforts to accomplish these necessary tasks will be continued.

Merle R. Bolton

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

DISCLAIMER

The material in this publication was prepared pursuant to a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, points of view or opinions expressed do not necessarily represent policies or positions of the Office of Education. Grant No. 1976 G007604169 and 1977 G007700943

PURPOSE OF HANDBOOK

The purpose of this Handbook is to provide local educational agencies with a set of guidelines they can use to develop and/or improve their own Career Education programs with the assistance of services and resources to be made available through the implementation of the State Plan For Career Education.

The Handbook is divided within the following Developmental Stages.

- Stage I - Awareness
- Stage II - Program Planning
- Stage III - Program Implementation
- Stage IV - Program Evaluation

Each Stage is further divided into the following Steps:

Stage I - Awareness

- Step 1: Conduct local awareness activities
- Step 2: Obtain local School Board Commitment

Stage II - Program Planning

- Step 3: Select and organize local Advisory Council.
- Step 4: Conduct local needs assessment.
- Step 5: Establish program goals.
- Step 6: Obtain approval of goals and planning budget.
- Step 7: Select and organize ad hoc committees.
- Step 8: Identify expected student outcomes.
- Step 9: Write program objectives.
- Step 10: Identify program resources and constraints
- Step 11: Develop Evaluation Plan
- Step 12: Present program to Board and obtain approval to Pilot test.
- Step 13: Pilot test program

Stage III - Program Implementation

- Step 14: Prepare staff
- Step 15: Implement program

Stage IV - Program Evaluation

- Step 16: Evaluate the Effectiveness of the program

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INTRODUCTION

Career Education, as outlined in the State Plan For Career Education, is designed to assure every student in the state the opportunity to develop his/her capacities, skills, knowledge and personal attitudes in preparation for the world of work and chosen life-style.

Career Education is viewed as a developmental as well as an instructional process which fuses the world of work with chosen life-styles by preparing the learner for his/her life role(s) (e.g., member of a family, consumer, employee, employer, participant in leisure activities).¹

Career Education experiences begin at childhood and continue throughout adulthood. These experiences involve four phases: awareness, exploration, preparation and specialization. Each phase usually contains the following elements: self, education, economics, work, leisure, resources and decision-making. However, these components are not inclusive.

AWARENESS experiences occur primarily at the elementary (K-6) level. These experiences are designed to generate an understanding of the value of self, education, economics, work, leisure time activities, resources and decision-making as they apply to the student's productive functioning at home, in school and out of school.

EXPLORATION experiences are presented at the middle school or junior high school level (7-9). These experiences permit the student to examine the elements of self, work, education, economics, leisure time activities, use of resources and decision-making as they apply to possible occupational and educational choices.

PREPARATION experiences occur at the senior high school level (10-12). These experiences provide students an opportunity to prepare for entry into a broad occupational area and/or post-secondary education.

SPECIALIZED experiences are provided at the post-secondary level. These experiences provide an opportunity for the learner to obtain specialized training and skills in order to successfully enter a career in a chosen occupational field or enter a continuing education program.

¹Concise definition of Career Education is contained in The State Plan For Career Education: State of Kansas, 1978.

A Career Education program requires a strong career guidance program which focuses on the development of educational and work awareness, attitudes, personal strengths, potentialities, and decision-making abilities. Career Education requires cooperative efforts of all teachers as well as the involvement of parents and community resources.

CAREER EDUCATION IS NOT ANOTHER NAME FOR VOCATIONAL OR ACADEMIC EDUCATION, nor is intended to be an isolated program. It is a developmental and instructional process which is part of the entire school curriculum.²

The State Plan For Career Education developed by the Kansas State Department of Education makes provisions for assisting local educational agencies (including inter-local units) develop Career Education programs that incorporate the experiences noted above. This assistance will take many forms: financial aid, technical assistance, materials, teacher-training, etc. The Goals and Objectives of the State Plan indicate the extent of this assistance are as follows:

GOAL 1. AWARENESS

It is the goal of the Kansas State Board of Education and the Kansas Department of Education to increase the overall awareness of Kansas to the benefits of Career Education which would lead to the adoption of a comprehensive Career Education approach in each public and private Kansas district and school.

PERFORMANCE OBJECTIVE

- 1.0 By the end of each school year (June 30) for the next five years, KSDE will have increased the awareness of and support for Career Education in Kansas as evidenced by an increase in the number of public and private school districts which have adopted Career Education programs.

PROCESS OBJECTIVE

- 1.1 By the end of each school year (June 30) for the next five years, KSDE will have prepared and disseminated to all forms of public and private media a series of informative articles and news releases on Career Education.

²Implementing Career Education In A Local Education, Salt Lake City, Utah: Utah State Board of Education, 1974.

- 1.2 By the end of each school year, (June 30) for the next five years, KSDE will have identified, developed, and disseminated effective exemplary materials (print and non-print) to communicate the concepts and benefits of Career Education to the general public, educators, administrators and Board Members.
- 1.3 By June 30, 1978, KSDE will have disseminated copies of the first draft of the State Plan For Career Education to key groups throughout the State of Kansas and received suggestions from these groups for use in refining, planning and implementing the Plan.
- 1.4 By June 30, 1979, KSDE will have developed and made use of a Career Education Statewide Speakers' bureau network.
- 1.5 By June 30, 1980, KSDE will have involved school districts and their patrons throughout the state in refining, planning and implementing the State Plan.

GOAL 2. IMPLEMENTATION

It is the goal of the Kansas State Board of Education and the Kansas Department of Education to provide assistance to all Kansas schools in their efforts to implement Career Education.

PERFORMANCE OBJECTIVE

- 2.0 By the end of each year (June 30) for the next five years, KSDE will have increased the extent to which they have assisted school districts implement Career Education as evidenced by an increase in the number of school districts who have requested and received this assistance.

PROCESS OBJECTIVES

- 2.1 By the end of each year (June 30) for the next five years, KSDE will have worked with different school districts including post-secondary districts in Kansas until all have been assisted in the development of comprehensive Career Education plans.
- 2.2 By the end of each year (June 30) for the next five years, KSDE will have provided, to the extent

possible, financial aid for the implementation of local Career Education plans.

- 2.3 By the end of each year (June 30) for the next five years, KSDE will have developed and/or assisted in the development and dissemination of guidelines for Career Education planning and implementation.
- 2.4 By the end of each year (June 30) for the next five years, KSDE will have expanded a technical information and resource center to provide easy access to Career Education materials and information.
- 2.5 By the end of each year (June 30) for the next five years, KSDE will have identified and made available to all local educational agencies experiences and technically able personnel to assist with Career Education program development.
- 2.6 By the end of each year (June 30) for the next five years, KSDE will have provided financial support for the development of Career Education demonstration programs in Kansas.
- 2.7 By the end of each year (June 30) for the next five years, KSDE will have validated the demonstration programs developed during the current or previous year.
- 2.8 By the end of each year (June 30) for the next five years, KSDE will have provided assistance to local school districts in the identification, selection and adoption/adaptation of workable Career Education instructional materials, methods and techniques.
- 2.9 By the end of each year (June 30) for the next five years, KSDE will have supported the efforts of teacher training institutions in Kansas to infuse Career Education into the preparation of all prospective teachers and administrators.
- 2.10 By the end of each year (June 30) for the next five years, KSDE will have arranged for and supported Career Education in-service training of current Career Education coordinators, class-

room teachers, counselors, administrators,
board members and community support personnel.

- 2.11 By the end of each year (June 30) for the next five years, KSDE will have coordinated planning, implementation and resource dissemination between all local school districts and educational agencies as well as between local districts/agencies and other national, regional, and state agencies.

HOW TO USE THE HANDBOOK

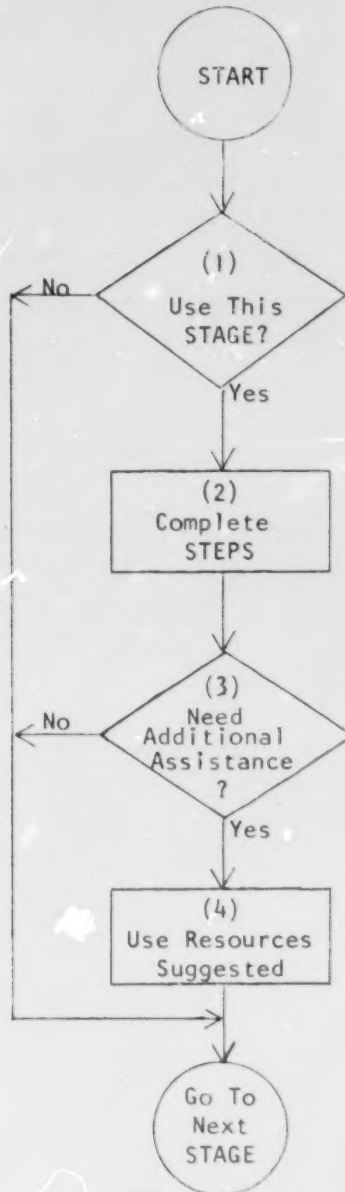
The procedures for planning, implementing, and evaluating Career Education programs are included in the four STAGES included in this HANDBOOK. When using the HANDBOOK, it is recommended that you begin with STAGE I and use the remaining STAGES in sequence. The HANDBOOK is designed, however, so that it is necessary to select and use only those parts which meet your planning, implementation, and evaluation needs.

Each STAGE is divided into STEPS. Each STEP is further divided into ACTIVITIES. If you are able to complete the ACTIVITIES associated with each STEP and each STEP associated with each STAGE without the need for additional assistance, then you should proceed to the next STAGE.

However, if you are unable to complete any or all of the ACTIVITIES or STEPS, you should use the resources suggested in the ACTIVITIES.

How To Use The STAGES

Because it is necessary to select and use only those steps that meet your planning needs, the procedure graphically represented by the flow-chart presented below should be used.



A description of this procedure follows.

The diamond shapes indicate that a decision needs to be made.
The rectangles indicate tasks to be performed.

Step 1

Decide which steps are applicable to your needs.

Step 2

Your task at this point is to complete the ACTIVITIES in the sequence in which they appear and then proceed to next STEP.

Step 3

More assistance may be needed in completing one or more ACTIVITIES. At this point, if you are unable to complete the activity, you must decide if you need assistance and what type of assistance you need.

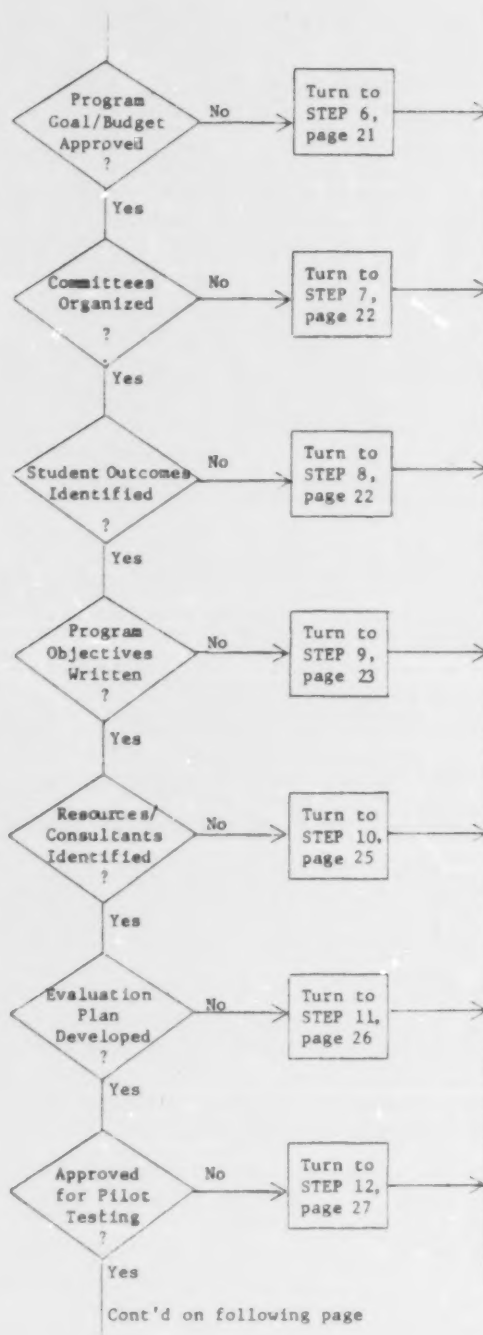
Step 4

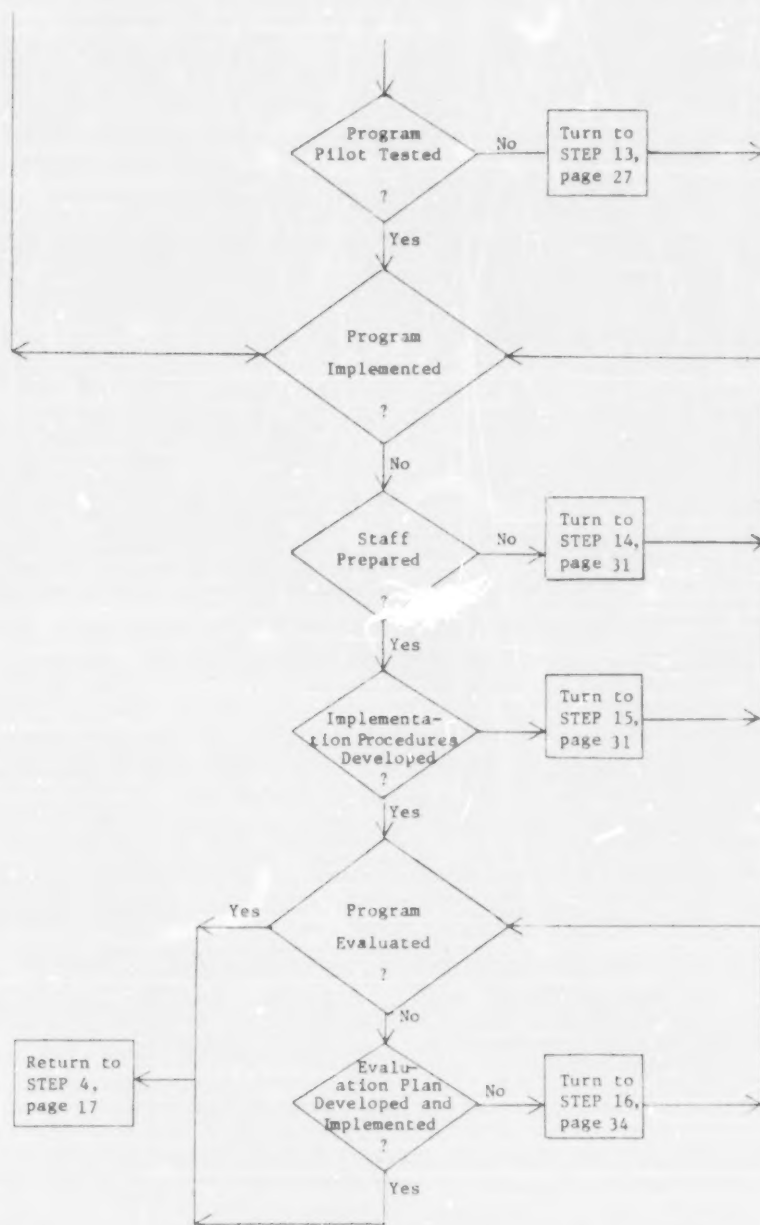
If you find you need additional resources, turn to the Appendix section of the guide or to the specific section of the Kansas State Plan for Career Education which is referred to.

When the ACTIVITIES associated with the STEP have been completed, go on to the next STEP.

HOW TO SELECT STAGES

Utilization of the four STAGES is graphically represented on the following pages. Each diamond shown in the illustration is a signal that a decision needs to be made. You must decide if you need to use the particular STEPS associated with this STAGE. If you feel that you do not need to use any of these STEPS, go to the next STAGE indicated by the arrow; however, if you feel you need to use one or more of the STEPS turn to the page in the HANDBOOK referred to in the rectangle to the right of the diamond.





STAGE I
AWARENESS

STAGE I: AWARENESS

Step 1: Conduct Local Awareness Activities

Activity 1.1 Introduce Career Education to School Board and Community

- 1.1a Presentation of Career Education concepts by consultants, KSDE or Career Education practitioners from Career Education programs already in operation.
- 1.1b Arrange visitations by Board members to Career Education programs already in operation.
- 1.1c Encourage school board members to attend statewide Career Education meetings.
- 1.1d Identify a person or persons to be in charge of Career Education in the school.

Activity 1.2 Introduce Career Education to Staff

- 1.2a Presentation of Career Education concepts first to appropriate curriculum committee using technical assistance services available through KSDE.
- 1.2b Presentation of Career Education concepts to remainder of staff at teachers meetings. Presentations should be arranged by curriculum committee member. Presentations should include demonstrations by career practitioners of what they are doing. Consultants provided through KSDE could also be used.
- 1.2c Obtain approval from staff for further planning.

Activity 1.3 Introduce Career Education to Students (This activity should be undertaken only after activities 1.1 and 1.2 have been satisfactorily completed.)

- 1.3a Presentations, in individualized classrooms, about Career Education opportunities. Presentation can be made by outside consultants or local teachers. The level of expertise desired should serve as the criteria for making this selection.

Step 2: Obtain Local School Board Commitment

After providing awareness activities, encourage commitment from school board to proceed with additional planning. Commitment could be in the form of a state-

ment in the minutes of a Board Meeting or memo to the Superintendent of Schools. This commitment might be obtained during the activities indicated above (1.1). LEA personnel should be prepared to present an overview of the planning activities that would be undertaken as a result of their (the Board's) approval. Contents of this Handbook could serve this function.

STAGE II
PROGRAM PLANNING

STAGE II: PROGRAM PLANNING

Step 3: Select and Organize Local Advisory Council

The Advisory Council should be made up of members of major groups in the community (school district) who are known to be interested in the welfare of the students in the district. Included in this group may be school district administrators, school district staff representing both secondary and elementary levels as well as special education, guidance and counseling, community leaders (i.e., PTA president, etc.), business leaders (i.e., Chamber of Commerce officers, etc.), labor leaders, students and parents.

The size of this council should not exceed 15 members.

The function of the council will be to assist in the planning effort.

In establishing this group, care should be taken to make certain that each member understands that the function of the council is enforcing administrative policies and procedures. The group should be provided with materials and information on Career Education and understand its intent and purpose in the schooling process.

Step 4: Conduct Local Needs Assessment

The purpose of this step is to collect information which can be used to determine a) what is wanted in terms of Career Education in the district at the district level, at the classroom level, and at the student level, and b) what is already taking place, insofar as Career Education is concerned, at the district level, at the classroom level and at the student level.

It should be remembered that the information obtained in this step should enable you to establish district Goals for Career Education as well as program objectives.

This step should be considered extremely important and assistance in conducting the following activities should be obtained from KSDE personnel or consultants made available by them.

Activity 4.1 Develop instrument (or instruments) to be used in conducting district-wide survey to determine attitudes toward Career Education.

Items on instrument should enable you to determine a) how people feel about Career Education, b) what people feel ought to be included in a Career Education program, and c) what outcomes should be expected from the Career Education program (including expected student outcomes).

If your district does not have a person on staff who is familiar with developing such an instrument, you should request assistance from the Career Education Specialist (KSDE) to assist you or ask for the services of a consultant through the KEDDS or ask that personnel from Project LINK assist you.

Whatever process is used, the instrument should be developed in such a way that the responses can be ranked relative to their perceived importance.

A five point scale response category (very important, important, not important but could be included, not important, definitely not important) could be used.

Sample selection should follow acceptable procedures (i.e., sample for any group should not be less than 30, etc). Assistance in developing sampling procedures should be requested from KSDE. Persons with experience in evaluation or testing should be familiar with such procedures. Lists of such people are available through the KEDDS resource unit in KSDE.

Activity 4.3 Determine Survey Procedures

The procedure possibilities include a) face-to-face interviews, b) telephone interviews, 3) combination of "a" and "b", and d) distribution of instruments via mail and inter-district.

Some elements to be considered in determining the survey procedures include (a) size of sample, (b) time constraints, (c) personnel available to conduct survey, and, and (d) number of items on survey instrument. It is possible that such surveys may be undertaken by social studies or other high school classes.

Assistance in determining survey procedures can be obtained from one of the Career Education Specialists or other consultants available from KSDE who are familiar with evaluation and/or testing procedures.

Activity 4.4 Field Test Survey Instrument

Select four of five persons from the various groups in the sample to be surveyed and administer the instrument to them.

Results should be used to revise items and survey procedures where necessary.

Activity 4.5 Develop Time-Table for Conducting Survey

Based on the field test, establish realistic time lines for collection of data including (a) time for administration of instrument, and (b) deadline for completion of the survey.

Activity 4.6 Conduct Survey

Activity 4.7 Analyze Survey Findings

There are numerous ways this activity can be accomplished among which are a) have steering committee or an ad hoc committee accomplish the conversion, b) establish a "team" of local educators to undertake the conversion, and c) ask KSDE to provide assistance, either directly or through the LINK project, in converting the findings.

The results of this part of the needs assessment procedure should enable you to determine what your community and student body feel Career Education programs should do for students in the district.

The next set of activities involves determining what Career Education activities are already in place.

Activity 4.8 Develop Instrument(s) to be Used.

This instrument(s) should contain items which relate to items on the first instrument. The procedure for developing most of these instrument(s) should be similar to that used in Activity 4.1

Activity 4.9 Select Sample to be Surveyed.

The sample should include school district personnel at all grade levels, all subject matter areas including special education, vocational education, etc. as well as business and labor leaders.

Procedures used in Activity 4.2 should be used in selecting this sample.

Activity 4.10 Determine Survey Procedures

Repeat Activity 4.3

Activity 4.11 Field Test Survey Instrument

Repeat Activity 4.4

Activity 4.12 Develop Time Line for Conducting Survey

Repeat Activity 4.5

Activity 4.13 Conduct Survey

Activity 4.14 Analyze Survey Findings

Repeat Activity 4.7

Activity 4.15 Determine Career Education Needs

A comparison of the results of Activities 4.7 and 4.14 will reveal disparities between what is desired in terms of Career Education in your district and what is actually taking place. This disparity constitutes the needs your district should address in the Career Education program you develop.

The comparisons called for in this activity can be undertaken by the Advisory Council or an ad hoc committee.

Because of the importance of the activity outside assistance should be requested from KSDE.

NOTE: It should be remembered that the Needs Assessment process is continuous and needs to be repeated yearly to keep local programs current.

Step 5: Establish Program Goals

Activity 5.1 Determine Program Goals

Once the needs have been identified, the Advisory Council and/or ad hoc committee should translate them into broad or universal expectations for Career Education (e.g, USD 725 will provide the opportunity for all students to acquire understanding of the economic environment and to solve personal and social problems through Career Education).

The number of goals established will depend on the extent of local needs. One goal statement may be designed to encompass many needs.

Activity 5.2 Prioritize Goals

Prioritization of goals can be accomplished in a variety of ways. One method is to base the priority of a goal on the importance placed on those activities associated with it. Another method involves distributing the goals to a select group of school and community leaders and have them rank them.

The first procedure involves less time and is based on information already obtained in the needs assessment process. This process is presented in more detail in the needs assessment section of the State Plan. If this procedure is used, the results should be distributed to a sample of educational, community, and business leaders in the district for verification.

Assistance in establishing and prioritizing goals should be obtained from KSDE, LINK, or KEDDS.

Step 6: Obtain Approval of Goals and Planning Budget.

At this time it is suggested that the Career Education Advisory Council inform the Board through the Superintendent of its progress and its future plans, including a tentative budget for further planning. More than likely various members of the Board will have participated in the goal setting and prioritizing and are aware of its progress. The Advisory Council should obtain the Board's approval to continue with the remaining stages. In some districts it is probable that the Board will want to have the Career Education concept written into the school philosophy. If

the school's philosophy already speaks to Career Education, then perhaps the Board will prepare and disseminate an informational article about the results of the goal setting process for patrons of the district.

Step 7: Select and Organize Ad Hoc Committee

Once the Board gives its approval to proceed with the program planning, the Advisory Council should select an ad hoc committee for each goal to consider further elements that should be included in the program. In selecting the ad hoc committees, the Advisory Council should capitalize on all the resources that exist in the business, industrial, and labor community as well as in the educational community. (A sample letter requesting assistance from selected ad hoc committee members is in Appendix A). The Advisory Council members can function quite effectively as discussion leaders and/or chairpersons of these ad hoc committees.

Step 8: Identify Expected Student Outcomes

The first responsibility of the ad hoc committees will be to determine from the needs assessment information what student outcomes are expected, in order to achieve each goal. Of particular importance will be the identification of Career Education concepts and facets (sub-parts). A concept is defined as a general and/or basic idea. Each goal may have many concepts. A facet of a concept is a specific part which can be introduced separately or as a group to enhance concept understanding by students. A list of suggested student outcomes is included in Appendix F.

The following illustrates the development of student outcomes from a goal.

Goal: USD 725 will provide the opportunity for all students to acquire an understanding of the economic environment and to solve personal and social problems through Career Education.

Concept: Credit and Installment Buying

Facets:

1. Inappropriate use
2. Computation and understanding
3. Carrying Charges - Actual Interest
4. Advantage - Disadvantage

Student Outcome:

- Grades: K-3 The student should recognize within the home unit what is available, needed, wanted, and luxurious.
- 4-6 The student will be able to understand what interest is and why it is a necessary charge for using other people's money.
- 7-9 The student will be able to understand the management of finances: earning, spending, borrowing, and saving.
- 10-12 The student will be able to apply knowledge of economic responsibilities to career decisions.

The Career Education Resource and Information Specialists provided for in the State Plan will have a list of additional student outcomes which have been used in other Career Education programs throughout the state and nation which might be used here. Also see Appendix F.

Step 9: Write Program Objectives

The activities in this step should be conducted by local school personnel (administrators, teachers, counselors, etc.).

Two types of objectives need to be written: Performance Objectives and Process Objectives.

Performance Objectives are to develop out of the expected student outcomes which specify what the student is to be able to exhibit after being exposed to Career Education. This objective should include coverage of such items such as:

1. who will demonstrate the behavior,
2. the behavior expected,
3. the situation in which the behavior is to be observed,
4. the time factors involved,
5. the method of measurement, and
6. the proficiency level expected.

Process Objectives identify specific tasks necessary to accomplish Performance Objectives. They are sometimes referred to as Operational Objectives. A Performance Objective may have numerous Process Objectives associated with it. The objective should include the following information:

1. the person(s) responsible to see that the objective is accomplished,
2. the activity involved,
3. documentation procedures.

One Performance Objective should be written for each expected student outcome and as many Process Objectives written as are required to successfully attain each Performance Objective.

Organizationally, the relationship between Objectives and Goals could be organized (and coded) as follows:

Goal: 1.0

Performance Objective 1.1

Process Objective 1.1.1
Process Objective 1.1.2
Process Objective 1.1.3(n)

Performance Objective 1.2

Process Objective 1.2.1
Process Objective 1.2.2
Process Objective 1.2.3(n)

Following are examples of Performance and Process Objectives.

Performance Objective 1.1

After viewing television advertisements of a bank and a savings and loan association, over a period of one month, seniors in the district will be able to identify correctly which of the institutions offer greater benefits relative to: 1) interest costs, 2) penalties for withdrawal of savings, 3) protection against failure, as evidenced by the results of a questionnaire administered district-wide.

Process Objective 1.1.1

The school district will obtain a schedule of when local bank and savings and loan commercials will be aired over local television stations, as evidenced by copies retained in Central File.

Process Objective 1.1.2

All district teachers who have senior students will be provided with copies of advertisement schedules, as evidenced by acknowledgement receipts recorded in Central File.

Following is a list of ways the district staff might be organized for preparation of these objectives.

1. K-12 subject matter teams (this method allows vertical articulation within each discipline but no interdisciplinary articulation).
2. Grade level subject matter teams.
3. School level subject matter teams.
4. Interdisciplinary school levels teams.
5. Interdisciplinary grade level teams (the interdisciplinary method gets the different disciplines together and develops the horizontal articulation within subject areas throughout the system).

The superintendent, or his/her representative, should decide what method of staff organization is to be used to write objectives.

Step 10: Identification of Resources Need to Accomplish Objectives and Availability

The activities associated with this step will involve determining what kind of resources are determined necessary to accomplish both Performance and Process Objectives. These resources should include the following:

1. Staff resources
 - a. professional
 - b. support (i.e., counseling, etc.)
 - c. administration and supervision
2. Physical resources
 - a. facilities
 - b. equipment
 - c. materials
3. Time (amount of time to be devoted to Career Education)
4. Financial resources
5. Staff development (pre-service, in-service)
6. Community resources

This can be accomplished by using a Resource Needs Summary Sheet form similar to the one in Appendix B to list the activities necessary to achieve each Process Objective and each activity.

After the resource needs have been listed, determine the availability of these resources. Included should be those resources to be made available through the implementation of the State Plan.

The best way to start is to determine what resources are available locally. If local resources are not sufficient, then look for other sources. Areas where resources cannot be identified should be classified as temporary constraints to full implementation of the program.

Step 11: Develop Evaluation Plan

The Evaluation Plan you develop should be considered an extension of the Needs Assessment process outlined previously. It should provide information to enable you to indicate the current status of Career Education within your district.

There are many ways to prepare an Evaluation Plan. Following is one way:

Activity 11.1 Develop An Abstract Or Brief Overview of the Evaluation Planned for Each Goal.

This information can be presented in tabular form using the Evaluation Plan Summary documents included in Appendix C.

Activity 11.2 Determine How the Data is to be Collected and Analyzed.

Some data collection instruments may be developed locally. Description of the development process should be included in the plan. In the case of evaluating student outcomes, it might be necessary to select some from instruments already developed. A list of some such instruments are included in Appendix D.

Activity 11.3 Also included should be a monitoring format which can be presented in tabular form similar to the one included in Appendix E.

Activity 11.4 An evaluation calendar which lists all of the dates for carrying out the evaluation activities should also be included in the plan. The activities should be listed chronologically.

All data associated with the evaluation process should be maintained in a Central Evaluation file. This file should be organized by Performance and Process Objective within each Goal. Where needed, data should be cross-referenced in order to make related data easily accessible.

Step 12: Present Program to School Board and Obtain Approval to Pilot Test

In order to keep the School Board informed, you should prepare a summary of your program as it is developed up to this point, and present it at a regularly scheduled board meeting. Of particular importance to the board will be program goals, objectives, and budget and resources to be used to implement the program. You should be certain to indicate that you would like to Pilot Test the program and indicate how you intend doing so; including how you intend using resources available from KSDE for this purpose.

Step 13: Pilot Test Program

The next step in the logical sequence of planning a Career Education program is to pilot the district's planned program within a small portion of the district to test for any problem areas that might arise under actual implementation. Some districts may prefer to skip this step and go on the Stage III: Actual Implementation. If a district is small enough and has been able to utilize most of its staff, students, and local business, industrial, and labor people in the planning of Career Education, then it is possible that the difficulties encountered in the implementation phase can be confronted and solved as they occur. Because the planning procedure often overlooks problems that arise when the staff attempts to implement Career Education, some sort of feedback system is needed to inform those in charge about the problems so they can be analyzed and solved.

Activity 13.1 Conduct In-Service for Staff.

There are five circumstances that can cause the staff to make little effort and progress in the implementation of Career Education.

- a. lack of understanding about Career Education,
- b. varying degrees of staff skills and expertise needed to implement Career Education,
- c. unavailability of required instructional materials.
- d. incompatibility of the school's organizational arrangements for Career Education,
- e. lack of knowledge of community resources.

Since the administration is committed to Career Education, circumstances c and d are probably taken care of by this time. Circumstances a, b, and e can be eliminated through good in-service sessions for the staff; these sessions are not faculty meetings, but sessions that provide an atmosphere which invites and allows the staff to speak freely.

In Step 1 of Stage 1, the staff was introduced to the concept of Career Education. At that period in the development of Career Education, the staff obtained some sort of idea about the process, but not particularly the role each teacher would have to fulfill in the process. To ensure that each staff member understands the process of Career Education and his or her place in it, outside resources (KSDE, consultants, LINK) need to provide in-service sessions, which inform the staff of what is expected of each member.

The sessions should not consist of handing out printed material for the staff to read and comprehend; more involvement of the staff is required to understand each member's involvement and expectation. It is essential that the types of teaching that the staff would need to modify or adopt to be able to implement Career Education be identified, demonstrated, and simulated for the teacher at each level.

The outside resources should continue the in-service one step further. The staff should be instructed in the skills and expertise needed to perform in the Career Education role, particularly those skills teachers need in order to be able to implement Career Education in individual classrooms. This could be accomplished through such methods as simulation, role-playing, and visiting or viewing films of classrooms being conducted according to the new teacher role in the Career Education process.

Activity 13.2 Infuse Pilot Program Into Curricula.

After the staff has become informed about Career Education, the superintendent, or his/her representative, should continue to dispel as many concerns of the staff as possible. The value of a Pilot Program is that the superintendent can initiate the process with those teachers who are truly enthusiastic about it. Once volunteer staff members who are willing to try Career Education are obtained and the writing of instructional objectives for each class or level is completed, Career Education is ready to be implemented in the district on a partial basis.

Activity 13.3 Modify Planned Program.

Throughout Activity 13.2 the superintendent, or his/her representative, should establish a type of feedback system. Whenever a teacher encounters a problem, regardless of its nature, he or she should note it and then relate it to the others in the program at the next meeting of those who are involved with the Pilot Program. It is suggested that all problems be listed as they occur, because of the drawback in asking people to remember their experiences three or six months later.

At the end of the trial period, those staff members who have been involved in the trial implementation should put an informal report together to enlighten those who will be a part of the process in the actual implementation. The superintendent should encourage this involvement. Elimination of any problems the pilot group encountered will ensure a smoother and easier implementation of the Career Education process in the district.

STAGE III
PROGRAM IMPLEMENTATION

STAGE III: PROGRAM IMPLEMENTATION

Thus far, the whole staff has been aware of Career Education; some staff members have been actively involved in all aspects of the evaluation of the Career Education program. It is at this point, the Actual Implementation Phase, that the Career Education program is turned over to the staff. The writing of the activities and strategies for achieving those objectives is the responsibility of the staff.

Step 14: Conduct In-service For Staff

If Activity 13.1 of Stage II: Pilot Program was done, the in-service for this phase would be in the nature of review. If Activity 13.1 was skipped, then the in-service at this point should be rather comprehensive. In-service should include instruction and demonstration of what Career Education is and of how it infuses into the curricula. It also should include actual participation in the skills needed and materials available to implement Career Education in the grade or level taught by each teacher.

It is possible that the school administrator would prefer to have consultants hold the in-service sessions for his/her staff. Whoever the consultants are--State Department of Education, university, commercial, or recognized successful practitioners--they should be aware of the district, its resources (people, places, and things), and the success of the implementation of the district's Career Education program thus far. If the district pilot tested this program, the staff involved in that phase could be used as a part of the in-service team.

In-service training is provided for in the State Plan through the services of an outside contractor. Your school officials should, early in the planning, contact this contractor to involve them in preparing for and conducting the in-service training you need.

Step 15: Implement Program

As noted before in this phase, the implementation of Career Education is the responsibility of the staff. Once the Actual Implementation Phase has begun, it is important that adequate support is available to the staff. Some various forms of support are as follows:

- a. Periodic classroom visits by district facilitators, outside consultants, etc.;
- b. A system for coordinating activities, such as field trips, outside speakers, and special events;
- c. Clearinghouse system to update listings of available materials and community resources;
- d. Internal newsletter for sharing ideas, new developments, activities, and concerns;
- e. On-going professional development experiences such as regional and state conferences, national conventions;
- f. Staff meeting time devoted to problem-solving and progress reports, and;
- g. Community public relations.

Community public relations is very important for effective implementation of Career Education. Since Career Education involves the total school and community, information about Career Education must reach the following groups through some type of communication: students, parents, school staff, labor unions, business and industry, and civic groups. Effective communication with these groups facilitates the implementation of Career Education as well as allows for feedback of both assistance and suggestions for program development.

The types of communication available vary from community to community. The following media are probably available to most districts: school newsletter, local newspaper, radio, and television.

STAGE IV
EVALUATION

STAGE IV: EVALUATION

The evaluation process should involve the application of the Evaluation Plan developed in Step 11.

Step 16: Evaluate the Effectiveness of Program

The major thrust of evaluation should be conducted by people involved in the planning and implementing of Career Education since they are ultimately responsible for implementing the revisions. Self-evaluation is not an easy accomplishment because objectivity is essential yet difficult to maintain when personal feelings are involved. Staff disposition and competency to evaluate the program have to be developed. Thus, many superintendents will probably prefer to contract third-party evaluation services to obtain an unbiased estimate of the Career Education program for the first cycle of evaluation.

Regardless of who evaluates the Career Education program, there are several aspects of the program that should be explained. If a superintendent contracts third-party services, then he/she should expect the evaluation report to cover the same aspects of the program as was originally agreed upon.

Activity 16.1 Prepare a Review of The Program.

The review should address the background of the program and how it got started, program goals and objectives, staff and student participation, major program activities, and amount and sources of funds.

It is suggested that in some situations the subject of the evaluation should be defined in terms of a particular funding source or combination of funding sources. For example, if a district is supporting Career Education through funds received from a federal grant, state Career Education funds, and local revenues, it may be necessary to include all activities regardless of funding sources.

The review should inform any professional or lay reader of whether the entire school system or portions of the system is to be included in the evaluation. Within that context, the reader

then should be able to understand whether all efforts which might be considered as contributing to outcomes of students associated with Career Education are to be reviewed in the evaluation or whether only selected efforts are to be included. The basis for making that selection should be clear.

Activity 16.2 Collection of Information.

The Evaluation Plan Summaries you have prepared for your Evaluation Plan will indicate the instruments you intend using to collect information to determine to what extent the Goals and Objectives were achieved.

If your Evaluation Plan requires that you measure change in student performance, then you will probably want to test students at the beginning of the school year and again at the end. In order to ensure that you are measuring the same elements both times, the tests should be comparable. Most commercial publishers have different forms of the same test specifically for such purposes. However, if different forms are not available, using the same form is not unacceptable, provided you indicate in your Evaluation Plan that you intend doing this.

A list of some commercial tests appears in Appendix D. Information on additional instruments can be obtained from the Career Education Information System (KCIS) at KSDE. If you chose to develop your own instruments to measure change or other student outcomes, it should be understood that the process is complex, requiring an enormous amount of time.

You may not want to administer the instruments to all the students in your district. Therefore, you should consider using acceptable sampling procedures.

1. When the number to be tested is less than a consensus, random selection is necessary if the results are to be generalized.
2. Confidence levels and therefore sample sizes can vary based upon practical or administrative considerations. The larger the sample, the better the confidence level.

Sampling is a very sophisticated problem requiring the expertise of a statistician. If no member of the district's staff has sufficient background in this area, an outside consultant should be engaged in the sampling aspect of evaluation. This person can be obtained through the Career Education Resource System at KSDE.

To facilitate the collection of information associated with the operation of the program (Process Objectives), a series of Activity Completion sheets should be developed. When an activity has been completed a note should be made of this fact on the sheet as well as the date the activity was completed, who completed it, and where evidence that the activity has been completed can be found. The Evaluation Monitoring Format in Appendix E could be used for this purpose.

All information should be organized into folders so that your evaluator can go to one source to find information to determine whether or not an objective has been accomplished. If support information is located elsewhere, a note should be included in this folder indicating where it is.

Activity 16.3 Administration of Instruments to Measure Student Outcomes.

This activity has been isolated because it constitutes one of the most abused areas in the evaluation process. To insure that you have reliable information, you should see to it that the administration of all instruments to students is conducted in the same manner and under the same or similar conditions. It would also be helpful if they could all be administered at the same time; however, unless the instruments you use are standardized instruments and you are going to compare the results with some type of national or state norm, you need not be too concerned that all pre-tests are administered on the same day and all post-tests administered on the same day. Collection should not vary more than a week.

Activity 16.4 Analysis of Information.

After the completion of the data collection, some sort of statistical or non-statistical method should be employed to analyze certain data. This can best be determined by how the data are to be used to answer the evaluation questions. If the

data are to be used simply to document the presence or absence of some attribute--e.g., the participation in the Career Education program--a counting or non-statistical method is adequate. If, however, the analysis requires determining whether or not the post-measure of an attribute is significantly different from its pre-measure, statistical measures should be employed.

A further consideration before collecting and analyzing the data is determining whether or not the reference point--the point of comparison--is norm- or criterion-based. For norm-referenced data, the program data are compared to a standardized normative value--grade equivalent or age equivalent. Because standardized tests are often used to measure program outcomes, a word of caution is essential here. Norm-referenced instruments frequently miss the objectives of a program because the measure lacks discreteness to measure the specificity that the program is attempting to obtain.

When an instrument can be considered to be a precise measure of an objective, it can be criterion-referenced. This means that the participants in the program are to reach a particular level, stage, or criterion in order to establish that the objective has been achieved. While either standardized tests or especially developed instruments can be used as criterion-referenced measures, standardized tests are often insufficiently specific or non-existent for measuring some criteria.

Activity 16.5 Prepare Report of Results.

It is best to assume that a wide range of persons will want to read the evaluation report. The report should be organized so that it can be easily interpreted by everyone who will want access to it. In many cases this may mean special summaries prepared for persons who do not want to know all the details of the methodology. For example, individuals at the operating level (teachers and counselors) require specific information on each student (individual data) while policymakers at the school board level need more general information (aggregate data).

Activity 16.6 Revise Program.

The evaluation report should be analyzed by the Advisory Council and local district ad hoc committees for the purpose of determining what changes are needed. The total development process is recycled to Step 9 if changes are needed in the objectives or to Stage III if no changes are necessary.

APPENDIX A

Dear

Your name has been suggested as a possible candidate to serve on the _____ Career Education Committee.

The major function of the committee will be to assist the administration and staff to plan and implement a Career Education Program for the youth of our district.

Career Education is a developing and instructional process which fuses learning with the world of work and life by preparing the learner for his/her life roles; family, citizen, consumer, occupation, and leisure.

If you are able and willing to serve on the Career Education Steering Committee, please let me know by _____.

We envision, at this time, that the steering committee's work will last the entire school year.

We look forward to working closely with you in this exciting endeavor.

Sincerely,

APPENDIX B

RESOURCE NEEDS SUMMARY SHEETS

Process Objective No. _____

Activity	Staff Resources	Physical Resources	Time Needs	Financial Resources	Staff Development	Community Resources
				3.6		

APPENDIX C

EVALUATION PLAN SUMMARY: PERFORMANCE

Measurement, Data Collection, and Analysis Procedures

Performance Objectives	Instrument	Dates For Gathering Data	Measurement Dates	Analysis Technique	Reporting Date(s)	Person(s) Responsible

EVALUATION PLAN SUMMARY: PROCESS

Measurement, Data Collection, and Analysis Procedures

Process Objectives	Instrument for gathering data	Dates for gathering data	Analysis Technique	Reporting Date(s)	Person(s) Responsible

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APPENDIX D

ASSESSMENT AND EVALUATION INSTRUMENTS

Test	Assessment of Career Development
Authority	Prediger, Roth, Westbrook
Level of Grade	8-11
Description	Subscore 1: Occup. Charac. Subscore 2: Occup. Require. Subscore 3: Exp. Occ. Exp. Subscore 4: Car. Plan. Know. Subscore 5: Car. Plan Invol.
Administrative Format	Written
Administrative Time	125 minutes (3 sessions)
Price	Test booklets: 35=\$13.95; Answer sheets: 35=\$3.75
Remarks	Cannot be scored locally except by special arrangement. Should not be used below 8th grade.
Test	Career Development Inventory
Authority	Super, Bohn Jr., Forrest, Jordaan, Lindeman, Thompson
Level of Grade	8-12
Description	Scale A - Plan. Orientation Scale B - Resources for explor. Scale C - Information and Decision-making
Administrative Format	Written
Administrative Time	30 minutes (1 session)
Price	\$2.50/test packet
Remarks	Can be scored locally or commercially
Test	Career Education Needs Assessment
Authority	Blome and Rask
Level of Grade	Teach/Admin.; K-3, 406; 7-12
Description	Instrument collects data which provides information for planning a career education program
Administrative Format	Teach/Admin. - written; K-3 - oral; 4-6 - written; 7-12 - written
Administrative Time	Admin. time is approximately 60 minutes
Price	Each section: package of 25-\$10
Remarks	Tests can be hand-scored locally
Test	Career Maturity Inventory
Authority	Crites
Level of Grade	7-12

Description	Attitude appraisal as to self, information on occupation, goal selection planning, and problem-solving
Administrative Format	Written - for those not reading at 6th grade level, may administer orally
Administrative Time	150 minutes
Price	Test booklets: 35-\$20; Answer sheets 35-\$4
Remarks	Can be scored locally or commercially
Test Authority	Cognitive Questionnaire for Career Staff. Minn. Research Coord. Unit for Vocational Education
Level of Grade	1-3; 4-6; 7-9
Description	1-3 - items read to student by teacher; 4-6 - student reads/responds to items; 7-9 - student reads/responds to items
Administrative Format	-----
Administrative Time	30-45 minutes
Price	K-3; booklet which tests 10=\$3; 4-6: 1 booklet - \$.50; 7-9: 1 booklet=\$.50; Manual=\$1; Specimen Sets=\$4
Remarks	Hand scoring or optical scoring. Test measures of occup. information
Test Authority	Comprehensive Career Assessment Scales Jackson and Goulding
Level of Grade	3-7; 8-12; Teacher
Description	Needs assessment and Curriculum Planning tools
Administrative Format	-----
Administrative Time	-----
Price	Test booklets: 75=\$1.95
Remarks	Scoring key
Test Authority	Coopersmith Self Esteem Inventory Coopersmith
Level of Grade	Age 9-Adults
Description	Form C was designed for older groups. Form B is a short form revision of Form A
Administrative Format	Subjects read items and check resp. either "like me" or "unlike me".
Administrative Time	Form A: approx. 12 minutes. B and C: approx. 6 minutes
Price	SEI Form A: \$30/100; SEI Form B and C: \$28/100; Scoring keys: \$1 each
Remarks	Hand Scoring. Test measures self esteem

Test	Differential Aptitude Tests
Authority	Bennett, Seashore, Wesman
Level of Grade	8-12
Description	Career Planning
Administrative Format	Written
Administrative Time	235 minutes
Price	Test booklets: 25=\$18.50; Answer Sheets: 50(IBM)/op Scan=\$12.50; 60(NCR)=\$11
Remarks	Can be scored locally/or commercially. The attitude scale formulated on an individual student basis.

Test	Employment Readiness Scale
Authority	Dept. of Counseling and Human Dev. Serv., U. of Georgia
Level of Grade	Adults and those seeking or having regular employment. High school seniors.
Description	Test measures one's readiness for employment
Administrative Format	Self-administered
Administrative Time	10-15 minutes
Price	Copyright has been granted to author
Remarks	Hand scoring. Measures one's readiness for employment by looking at one's work upon graduation.

Test	How I See Myself
Authority	Gordon
Level of Grade	3-12
Description	Test measures self-esteem
Administrative Format	Elementary and secondary forms. Should read separately for younger students.
Administrative Time	Untimed
Price	Tests: \$.05; Manual: \$1
Remarks	Hand scoring or commercial scoring. This test gets at measures of self-esteem.

Test	New Mexico Career Education Test Series
Authority	Healy, Klien
Level of Grade	9-12
Description	Career planning
Administrative Format	Written
Administrative Time	-----
Price	Test booklet: 36/\$8.50 - 100/\$22.50; Answer sheets: 35/\$2 - 100/\$4.50; Scoring stencil: \$1 each
Remarks	Machine or hand scored. Test consists of five different subtests: Career Development Test, Career Oriented

Remarks, continued

Activities Checklist, Knowledge of Occupations Test, Job Application Procedures Test, Career Planning Test.

Test	Orientation to Career Concepts Series
Authority	Fulton, Toisma
Level of Grade	Designed for 408, though many tests can be used through 12
Description	Battery of 10, 20-item tests. Each item has a 5 multiple choice alternative. Students below grade 7 may run into reading problems.
Administrative Format	Self-administered, but students below grade 7 may have administrator read to them.
Administrative Time	3 hours for battery or 10 subtests; any one subject time from 10-30 minutes.
Price	Packages of 35: \$6.50 for each of the 10 subtests. Any combination of 2 tests \$11. Total series (in package of 35): \$36.
Remarks	Scoring by hand or machine services provided by Evaluative Research Associates.

Test	Self-Observation Scales
Authority	Stenner, Katzenmeyer
Level of Grade	K-3; 4-6
Description	K-3 measures: self-acceptance, social maturity, school affiliation, self security, achievement motivation. 4-6 measures all of the above plus social confidence, teacher affiliation, peer affiliation.
Administrative Format	Written
Administrative Time	20-25 minutes
Price	Test booklets and answer sheets: package of 30=\$35.
Remarks	Cannot be scored locally.

Test	The Piers-Harris Children's Self Concept Scale
Authority	Piers, Harris
Level of Grade	3-12
Description	Test measures self-esteem.
Administrative Format	80, first person declarative statements which are answered "yes" or "no".

Administrative Time	15-20 minutes
Price	Tests: \$.20 each. Scoring Key: \$.50 each. Manual \$1
Remarks	Hand scored with scoring key.

Test	Youth Inventory
Authority	Remmers, Shimberg
Level of Grade	7-12
Description	Measures self-esteem, career awareness, and career attitudes.
Administrative Format	Written; students read statement and check box.
Administrative Time	30-35 minutes
Price	Test booklets of 35=\$5.90 (\$7.30 depending on volume). Answer sheet: \$7 package of 50. General Manual \$2 per copy.
Remarks	Hand or machine scored.

APPENDIX E

EVALUATION MONITORING FORMAT

[illegible]

APPENDIX F

CAREER EDUCATION SUGGESTED BASIC STUDENT OUTCOMES FOR DIFFERENT LEVELS OF EDUCATION

Prepared for KSDE by Pat Garzello and Hazel Rockhold (1976)

K-3 (Primary)

Ability to:

- P1. Demonstrate behavioral patterns of trust.
- P2. Identify rights and responsibilities at home and in and out of school.
- P3. Examine self-worth as it relates to individuals and groups.
- P4. Demonstrate behavioral patterns which enhance achievement of individual goals.
- P5. Assess own capabilities and limitations.
- P6. Recognize how and why decisions are made.
- P7. Interpret and analyze (orally and/or in writing) the consequences of personal decision-making.
- P8. Identify the various components of the decision-making process.
- P9. Identify various educational roles operational in the school, home, and community.
- P10. Describe similarities and differences between home, school, and community roles.
- P11. Demonstrate the use of academic skills in achieving desired goals.
- P12. Know the jobs of home, school, and community personnel.
- P13. Describe how home and school jobs relate to community functions.
- P14. Describe how various jobs, paid and non-paid, sustain the community.

- P15. Communicate (orally and/or in writing) needs, wants, and desires.
- P16. Know the relationship between exchange of goods and services.
- P17. Describe how our money exchange system works.
- P18. Explain what the term "profit" means.
- P19. Describe how "profit" is determined and applied in the American economic system.
- P20. Describe how economic factors influence living conditions.
- P21. Describe the role business, labor and industry have in a free society.
- P22. Describe the relationship between economic growth and family goals.
- P23. Identify different tools for different careers.
- P24. Share and cooperate with others to complete assigned tasks.
- P25. Define roles, accept directions and take responsibility.
- P26. Operationalize styles of interaction which enhance individual and/or group goals.

4-6 (Elementary)

Ability to:

- E1. Evaluate self characteristics in terms of occupational clusters.
- E2. Describe how wages earned affect the home environment.
- E3. Analyze worker roles.
- E4. Identify feelings and attitudes about the relationship between occupations and personal growth and development.
- E5. Identify the rights and responsibilities of various workers.
- E6. Demonstrate a skill from each of the U.S.O.E.'s fifteen job clusters.

- E7. Demonstrate mastery of educational skills.
- E8. Identify the strengths of own aptitudes.
- E9. Assume responsibility for own action.
- E10. Demonstrate adjustment to work rules.
- E11. Recognize values and attributes needed for the world of work.
- E12. Identify the elements of decision-making.
- E13. Distinguish alternatives available to oneself as a consumer.
- E14. Recognize the need for goals in making decisions about life-style patterns.
- E15. Apply the decision-making process to personal, school, social, home and community problems.
- E16. Assess awareness of individual strengths and weaknesses.
- E17. Evaluate the relationship between the role of the individual, his/her environment and the roles of selected adults.
- E18. Evaluate the relationship between people and their ability to complete an assigned task.
- E19. Describe how the law of supply and demand affects the American economic system.
- E20. Identify those factors and conditions which create an interdependent society.
- E21. Identify sources of consumer information.
- E22. Identify environmental factors which influence our economy and the economy of other countries.
- E23. Describe what the term "financial planning" means.
- E24. Describe what the term "money management" means.
- E25. Identify consumer behaviors.
- E26. Group cluster jobs according to similarity of job performance.

- E27. Describe the impact of career clusters on life-styles.
- E28. Master the use of tools for measurement.
- E29. Identify the tools and processes of research.
- E30. Resolve personal conflicts between individual and group goals.
- E31. Recognize work activities which give high satisfaction.
- E32. Expand interests.
- E33. Identify factors that influence the work environment.
- E34. Assume responsibility for career planning.
- E35. Recognize that there is a wide variety of occupations which may be classified in several ways.
- E36. Identify rewards for leisure activities.
- E37. Evaluate the importance of leisure-time enjoyment as it relates to one's personal life.
- E38. Identify how values and attitudes relate to choice of leisure activity.
- E39. Examine hobbies in relation to personal avocations or money-making skills.
- E40. Identify various career resources.

7-9 (Secondary)

Ability to:

- S1. Describe the impact of work on one's life-style.
- S2. Relate personal attitudes to specific job clusters.
- S3. Conceptualize the importance of careers to the orderly functioning of society.
- S4. Evaluate the effects of alternatives to specific problems.
- S5. Apply the decision-making process to the study of various careers.

- S6. Analyze and refine previous career decisions based on counseling, work experience and all available information.
- S7. Recognize and identify some of the individual and environmental factors which influence career development.
- S8. Explore occupational possibilities in light of self-knowledge.
- S9. Organize and budget time appropriately.
- S10. Demonstrate decision-making skills.
- S11. Conduct a self-evaluation.
- S12. Compare and contrast different value systems.
- S13. Apply basic educational, manipulative and cognitive skills in performing various simulated work activities.
- S14. Explore occupational clusters.
- S15. Describe how education and work are inter-related.
- S16. Describe the prerequisite skills required for entrance into various occupations.
- S17. Recognize the personal and social significance that work has in the lives of individuals.
- S18. Demonstrate involvement in leisure activities that develop mental and physical dexterity.
- S19. Describe the relationship between the use of leisure time and individual needs.
- S20. Explore personal values as they relate to leisure activity.
- S21. Relate hobbies, games and activities to self-knowledge.
- S22. Relate management in decision-making to wise use of leisure time.
- S23. Analyze and evaluate resources in relation to career aspirations.
- S24. Identify various components (factors) which influence life-style patterns (past, present and future).

- S25. Identify values and how they affect life-style patterns.
- S26. Adopt a set of values which govern exploration of careers.
- S27. Apply the principles of financial management.
- S28. Estimate the cost of entering certain career fields.
- S29. Relate the cost of career preparation to future expected income.
- S30. Demonstrate the use of various business "tools".
- S31. Describe the product quality process.
- S32. Describe the function and purpose of advertising.
- S33. Interpret the laws which protect consumers.

10-12 (Secondary)

Ability to:

- S34. Examine attitudes and values in making career commitments.
- S35. Analyze career and life-style patterns as they relate to personal goals.
- S36. Integrate career and life-style options into societal expectations.
- S37. Identify personal strengths in order to form occupational preferences.
- S38. Evaluate the influences of many factors (peers, school, family, etc.) on career development and preparation.
- S39. Assess own qualities and skills in relation to employment factors.
- S40. Recognize how desired life-style patterns affect choice of work.
- S41. Research how personal and social needs are met through work.
- S42. Practice decision-making skills.
- S43. Judge how one's priorities or goods and services affects one's values and goals.

- S44. Apply decision-making skills in considering alternative career goals.
- S45. Relate educational planning to career options.
- S46. Demonstrate work skills in selected occupational areas.
- S47. Operate in a meaningful and purposeful manner with work and work-related activities in broad occupational areas.
- S48. Measure how people use leisure time in different ways.
- S49. Identify what rewards one receives for leisure-time activities.
- S50. Define the difference between work and leisure.
- S51. Analyze how sex, race, creed and socio-economic background affect leisure-time choices.
- S52. Adapt to new and changing conditions.
- S53. Identify why hobbies and skills may change throughout one's lifetime.
- S54. Describe how leisure time can be used to fulfill personal needs that are not satisfied through work experiences.
- S55. Utilize appropriate resources for selecting potential career options.
- S56. Plan occupational decisions based on self-knowledge.
- S57. Evaluate decisions through testing in the environment.
- S58. Solve discrepancies between real and perceived self.
- S59. Appraise and re-appraise short- and long-range career goals.
- S60. Demonstrate skill in consumer behavior.
- S61. Select instructional courses to acquire entry level job skills.
- S62. Operationalize career options.
- S63. Recognize the relationship between a commitment to education and work and the availability and utilization of leisure time.

- S64. Plan and manage personal leisure time effectively.
- S65. Identify satisfying leisure-time alternatives that enhance individual talents.
- S66. Utilize career resources.
- S67. Reprocess career options and utilization of resources.
- S68. Demonstrate self-confidence to anticipate career choices.
- S69. Explore and analyze at least one career cluster indepth.
- S70. Select a tentative career.
- S71. Explore all resources in one or more careers.
- S72. Assess and implement a personal plan to acquire special skills to pursue certain career patterns.
- S73. Integrate educational experiences with applied experiences in selecting career options.
- S74. Apply legal and financial instruments that govern and protect the worker.
- S75. Project economic implications of career decisions to various life-style patterns.
- S76. Practice consumer behaviors.
- S77. Acquire alternative job skills.
- S78. Demonstrate through planned work experiences knowledge of employable work skills.
- S79. Integrate knowledge and experience into a planned career pattern.
- S80. Acquire skills related to specific jobs (paid and non-paid).
- S81. Meet certification, license and/or required standard for chosen career fields.

APPENDIX D

TARGETED
DEVELOPMENTAL MILESTONES

1977

February

1. Assess present status and present needs of local Career Education programs.
2. Research and assimilate all previous Kansas efforts, documents, decisions, etc.
3. Research and pull together a number of different ideas, concerns, documents, etc., from other sources (regional, national, etc.).
4. Select, appoint, meet with and coordinate advisory groups.

March

1. Abstract, summarize, organize and/or otherwise prepare materials for review.
2. Review and/or refine ideas and prepare materials with groups and individuals to develop new, or ratify old, ideas.

April

1. Examine state's possible resources for use in Career Education Plan.

May

1. Consolidate and/or elaborate on reviewed material by preparing unified document/plan.
2. Further examination and refinement of document by group study, discussion and additional input.

June

1. Submit draft of State Plan to Board of Education for review and possible acceptance.

October

1. Print and distribute 500 copies of proposed Plan for review and input by local districts and others.
2. Research and consolidate Kansas and other states' efforts, documents, etc.

November

1. Design assessment instruments, select sample, and validate instruments.
2. Abstract, summarize, organize and otherwise prepare material for review.

3. Make arrangements and preparations for regional conferences and Governor's Conference.

December

1. Meet with U.S. Office of Career Education to review proposed Plan.
2. Prepare and disseminate public notice of regional conferences.
3. Refine needs assessment instruments.

1978

January

1. Conduct six regional conferences.
2. Distribute needs assessment instruments.

February

1. Abstract and summarize input from regional conferences and results of needs assessment.
2. Prepare abstract of Plan and Implementation Handbook.
3. Complete Governor's Conference arrangements.

March

1. Present abstract of State Plan to State Board of Education.
2. Consolidate and/or review materials and prepare review draft of State Plan.
3. Refine State Plan with input from various advisory groups.
4. Disseminate public notice of Governor's Conference.

April

1. Further refine State Plan with input from various advisory groups.
2. Conduct Governor's Conference.

May

1. Further refine State Plan with input from various advisory groups.
2. Submit State Plan to State Board for review and possible acceptance.

June

1. State Board hearing on State Plan.
2. Review of State Board hearing results.
3. Printing and distribution of 500 copies of approved State Plan.

APPENDIX E

MEMBERS OF GROUPS ASSISTING IN
THE DEVELOPMENT EFFORT

Career Education Input Council

State Education Agency

Dorothy Groesbeck, Chairman
State Board of Education

Wilbur Rawson, Director
Career Education

Governor's Office

Jim Maag
Legislative Liaison

Business and Industry

Jack Pearson, Executive Director
Kansas Assn. of Commerce/Industry

Paul Fleener, Research Director
Kansas Farm Bureau

Nelson Galle, Executive
Hesston Corporation

Gary Sherrer, Executive [First Yr. Only]
Capitol Federal Savings

Labor

Ralph McGee, Executive Secretary
Kansas State Federation of Labor

Jack McGlothlin, State Director
United Transportation Union

Human Resources Department

Dr. James McCain, Secretary
Human Resources Department
[First Yr. Only]

John Hancock [Second Yr. Only]

Local Education Agencies

Dean Stucky, Deputy Superintendent
Wichita Public Schools

Charles Stone, Director of Instruction
Garden City Public Schools
[First Yr. Only]

Gordon Schultz, Asst. Superintendent
Iola Public Schools

Ann Garvin, Teacher
Topeka High School

Ouida Pyle, Teacher
McPherson Junior High School

Higher Education

Jack Barnett, Chairman
Dept. of Curriculum & Administration
Pittsburg State University

Community College

Carl Heinrich, President
Butler County Community College

Area Vocational Technical Schools

Roy Berry, Director
KAW AVTS
Topeka, Kansas

School Board

Denise Apt, Immediate Past President
Kansas Assn. of School Boards
Local Board Member

Kansas State Board of Regents

John Conard, Executive Officer
Kansas Board of Regents

Media

Stan Stauffer, Executive
Stauffer Publications
[First Yr. Only]

Bernie Brown
KAYS-TV [Second Yr. Only]

Guidance Counselor

Mary Kosier, Past President
Kansas Vocational Guidance Assn.

Student

Carol Hedges, President, Senior Class
Topeka High School [First Yr. Only]

Career Education Consultant

Hazel Rockhold
Southeast Kansas Regional Educational
Service Center

Parent

Kathleen White, President
Kansas PTA

Lois Musseman, Parent

Career Education Practitioner's Committee

Jody Bauman
North Central Kansas AVTS

Ken Best
Wichita Curriculum Center

Bertram Caruthers
Kansas City USD 500

Tom Christie [Second Yr. Only]
Lawrence USD 497

Bettye Coughenour
Ottawa USD 290

Deanne Coward
Liberal AVTS

Ernie Honas
Hays USD 489

Danny Lewis
Shawnee Mission USD 512

Marcia Lundin [First Yr. Only]
Topeka West High School

Roy Piper
Southwest Kansas AVTS

Bruce Poage
Clay Center USD 379

Mary Remington [Second Yr. Only]
Pittsburg USD 250

Donna Rogers [Second Yr. Only]
Kansas City USD 500

William Saunders
Garden City USD 457

Cathy Wilson [Second Yr. Only]
Wichita USD 259

Gene Willich [Second Yr. Only]
Dodge City USD 443

Larry Wills
Topeka USD 501

Kansas State Department of Education Task Force On Career Education

Merle Bolton, Commissioner
State Department of Education

Percy Sillin, Assistant Commissioner
Agency Services Division

L.C. Crouch, Assistant Commissioner
Education Services Division

Dale Dennis, Assistant Commissioner
Financial Services Division

Welcome Rumbaugh, Director
Post-secondary Administration

James Marshall, Director
Special Education Administration

Dean Prochaska, Director
Vocational Education Administration

Eileen Heinen, Director
Educational Assistance

John Vigneron, Director
Program Approval and Compliance

Phil Thomas, Director
Educational Improvements and
Development

Warren Bell, Director
State and Federal Program
Administration

Pre-service, In-service, Ad Hoc Committee

Dale Scannell, Dean of Education
Kansas University

Jordan Utsey, Dean of Education
Kansas State University

Truman Hayes, Dean of Education
Emporia State University

Wesley J. Sandness, Dean of Instruction
Pittsburg State University

Lavier Staven, Dean of Education
Fort Hays State University

Leonard Chaffee, Dean of Education
Wichita State University

Wilbur Oldham, Dean of Education
Washburn University

Bob Kelly, Executive Director
Kansas Association of Independent Colleges

APPENDIX F

CAREER EDUCATION STATE PLAN
Input Council Meeting
February 21, 1978

Holiday Inn West

The session was called to order at 10:15 a.m. by Chairman Jack Barnett.
Members present were as follows:

Jack Barnett
Mary Kosier
Denise Apt
Don Cox (Roy Berry)
Paul Fleener
Ouida Pyle
Ann Garvin
Dorothy G. Groesbeck
John Hancock

Carl Heinrich
Lois Mussémann
Gordon Schultz
Ken Best (Dean Stucky)
Larry Wills (Practitioners Council)
Wilbur Rawson
Gene Kasper (John Conrad)

John Siler

Report of the Secretary

A revised set of minutes from the January 24 joint meeting of the Input Council and Practitioners Council was distributed by the Secretary. The two most important corrections were:

(1) concerning a motion made during the November 30 meeting, corrected at the January 24 meeting, and reported incorrectly on page 2 of the January minutes. During the report of the Finance Committee on November 30 the Council voted to give the committee the prerogative to decide and recommend to the Council how the "excess" project money can best be spent. Motion made by Barnett and seconded by Kosier. The committee was also encouraged to pursue the possibility of conducting some career awareness programs hiring outside consultants.

(2) On page 6, the last item prior to adjournment was omitted. The following was added:

"The Input Council unanimously agreed to recommend to Commissioner Bolton that he give written notice to the contractor (InterAmerica) that they are not performing in accordance to the provisions of the contract, and that this notice be the beginning of their thirty days to correct the deficiency or have the contract terminated."

Motion by Schultz, seconded by Cox, to accept the minutes of the January 24 meeting with the corrections as noted in the revised copy printed on pink paper. Passed.

Selection of Vice Chairman

Nelson Galle, former Chairman of the Input Council, has been appointed to participate in the Advanced Management Program at Harvard University and will not be able to serve as a member of the Input Council until his return in mid-May. Jack Barnett, former Vice Chairman of the Input Council, now becomes Chairman and a new Vice Chairman needs to be selected for the balance of this Fiscal Year.

Motion by Schultz, seconded by Heinrich with a request for a unanimous ballot, that Paul Fleener serve as Vice Chairman of the Career Education Input Council for the balance of the current term. Unanimous approval.

Conference Committee (Barnett)

Chairperson Barnett reported David Livers, Counselor Educator at Illinois State University, would be the keynote speaker for the Governor's Conference April 24. Dr. Livers has been active in the Career Education movement from its inception, and comes highly recommended. Dr. Bert Caruthers, Asst. Supt. of the Kansas City, Ks. schools and one of the early pioneers of the Career Education effort in Kansas, will be the closing speaker April 25. Plans for the banquet speaker are still incomplete, but commitments should be finalized by the end of the week according to Siler.

Mini-clinics on Career Education activities will be held Monday morning prior to the opening of the Conference, and the Tuesday afternoon following. Larry Wills, Career Education Coordinator for the Topeka schools, reviewed a tentative list with Council members and consensus was this will be a valuable addition to conference activities.

State Plan/Conference (Siler)

With a slight change in agenda items, the following were reported by John Siler:

(1) In regards to conference speakers, attempts to contact Corrine Rider as a possible third speaker were not successful. Currently Ms. Rider was reported to be on annual leave following a five-day workshop in Arizona.

(2) Wilbur Rawson reported from an early morning meeting with Crouch, Thomas, Martinez and Siler. Emphasis were placed on the ability to assess and regulate registration fee charged for the Governor's Conference. Since the possibility of a fee could prohibit some people from attending, the Conference committee will be responsible for working with Ken Martinez to come up with an appropriate fee cost. Rawson concluded that the banquet cannot be paid for with federal funds and that other costs would also be included in the registration fee.

(3) Vendors have been invited to display their Career Education products at the Governor's Conference. Approximately 125 letters were mailed to vendors during the first two weeks of February. To date, only three have given preliminary intentions. Vendors were cited as those companies producing materials relating directly to Career Education. Input Council members suggested contacting the following for display of Career Education materials:

- (1) Frank Bangs of Wichita
- (2) Hoffman Systems - Kansas City

(3) Larry Zurfluh - Salina

These companies (representatives) were cited as handling national products and could possibly be interested in displaying their products at the Conference.

(4) Conference announcements/Invitations are being processed. The printer has indicated being able to process all materials within a ten-day period. The announcements will contain information about conference activities, keynote speakers, accommodations at the Ramada Inn (Conference Headquarters) and a tear-away registration form. Special invitations will carry the Governor's Seal and will be sent to a special list of identified recipients.

Conference announcements will go through a standard mail-out to include persons on the Superintendent's mail, organizations such as PTA, KNEA, KACI, Board of Education, School Board members, among many others.

(5) Preparations are being made to secure free space and tables at the Ramada Inn for display of Career Education materials developed by school districts and/or teachers.

(6) To insure proper food service at the Ramada Inn for the banquet, a definite count of participants must be given within forty-eight hours. Schultz inquired about a contract with the Inn for all conference services. Martinez reported that a letter of agreement had been obtained but stated that he would follow-up on the need for contract arrangements.

Financial Report (Fleener)

The Financial committee did not meet as a group. Fleener reported making contact with a Wichita firm concerning awareness. Emphasis is placed on providing a motivational type seminar for administrators. Also, the committee hoped to reach counselors through this effort. A bid was expected from the Wichita firm next week. The Financial Committee will get together for a review. Fleener confirmed his contact with the Wichita firm with Dean Stucky.

Committee Reports (Siler)

KSDE Task Force - The KSDE Task Force is composed of L.C. Crouch and the directors of the Division of Education Services. Rawson and Siler presented a progress report of the State Plan Project to the members of this committee. The Task Force will be responsible for reviewing and approving the developments of the State Plan. Their input is also encouraged.

Pre-Service Committee - This committee consists of eight deans of education from various universities within the state. Membership is the same as last year. Siler reported this committee was very interested in the development of the State Plan. The committee elected to meet again late March.

Executive Committee - This meeting was held with the Commissioner, L.C. Crouch, and Percy Sillin. A progress report of the project was presented which included the development of the Plan format. A resume of the Plan will be presented to this committee by March 1, 1978.

Specific dates listed in regards to presenting and adopting the State Plan by members of the Input Council were:

March 29	Mock-up of the State Plan
April 3	Proposed State Plan
May 9	Public Hearing
June 13	Adoption date for State Plan by State Board of Education

Motion by Schultz that a representative of the Input Council (Barnett or Fleener) be present at the Board meeting when the State Plan is reviewed. Motion was seconded by Denise Apt and unanimously approved by the Council.

Date and Assessment (Siler)

The Data and Assessment report was presented by Siler due to absence of Stucky.

(a) Regional Conferences - The results of evaluation data was presented to the Council. Notations were made of the following:

1. The KSDE flyer was the main source of information for the Conferences.
2. The large attendance at the Iola Conference was a result of personal invitations made on the effort of Gordon Schultz. These channels will be used for the Governor's Conference.
3. There was not a large request for technical assistance from the state for the development of Career Education at local levels.

(b) Needs Assessment Surveys - Poor response has been recieved from the Business and Industry/Labor companies. The Input Council agreed to assist in getting this information from these persons. Copies of the Needs Assessment Questionnaires will be mailed to Council members for this purpose along with the list of companies previously contacted.

Note: The motion to solicit input from Business and Industry companies to help complete the survey of needs assessment was made by Denise Apt and seconded by Ann Garvin. The Council approved unanimously.

Needs Assessment Surveys (continued by Martinez)

Martinez presented a ranked tally of responses to the goals/subgoals items included in the surveys. Stating that these responses didnot agree totally with what is included in the State Plan, Martinez asked the Council for an analysis of these results and possible suggestions as to what direction the plan should follow. A short discussion followed in which Council memeoers expressed concern for possibly including other goals or excluding some into the Plan.

Miscellaneous

The Council was honored by the presence of Commissioner Bolton at the afternoon session of the meeting. Several items were discussed relating to the State Plan Project.

- In regards to the Project, the Commissioner informed the Council that the priority was the development of the State Plan. This should not be forgotten in the mist of other activities.
- A registration fee can be charged provided the contractor does not make a profit on the Conference.

- The cost of speakers for the Conference is to be paid by the contractor.

Proposed State Plan Format & Implementation Handbook (Siler)

Siler proposed that the format (grid) used in the proposed State Plan be adopted with changes listed on the reverse side of today's agenda. With this in mind, identification of things that need to be funded (if any) should be included along with the description of persons to work on the proposed budget.

In regard to the Implementation Handbook, Siler proposed that the same format be used as in the Implementation handbook passed out at the meeting.

Before the meeting was adjourned, Ken Best and Larry Wills of the Practitioners Council expressed their gratitude for the opportunity to attend the Input Council meeting and also expressed the need to do so again in an effort to open the lines of communication for both Councils. Chairman Barnett invited Practitioners to attend other Input Council meetings. The same invitation was extended to the Input Council from Ken Best.

The meeting was adjourned at 2:45 p.m. The Conference Committee met afterwards.

KANSAS CAREER EDUCATION STATE PLAN PROJECT
INPUT & PRACTITIONERS COUNCIL MEETING

March 29, 1978

Holiday Inn West
9:30 a.m. - 4:00 p.m.

The meeting was called to order by Jack Barnett, Chairman of the Input Council. Members attending the meeting from both councils were:

Input Council

Jack Barnett
Ann Garvin
Dean Stucky
Mary Kosier
Dorothy Groesbeck
Hazel Rockhold
Denise Apt
Carl Heinrich
Gene Kasper
Kathleen White
Gordon Schultz

Practitioner Council

Betty Coughneour
Bruce Poage
Danny Lewis
Jody Bauman
Ernie Honas
Gene Willich
Bill Saunders
Larry Wills

Wilbur Rawson
Ken Martinez

Review Of Minutes

The minutes from the February 21st Input Council meeting were brought to the attention of the group for additions or correction.

Motioned by Apt, seconded by Groesbeck that the minutes of the February 21st meeting be accepted as printed. Passed.

Governor's Conference

A progress report of the Governor's Conference On Career Education was given by Ken Martinez. Items of significance were as follows:

- (1) Ken Hoyt, National Office Of Career Education, will be attending the Conference and is scheduled to address the Panel on Tuesday morning, April 25th.
- (2) Bert Caruthers will not be able to address the Conference due to ill health. Caruthers, however, plans to attend activities of the Conference.
- (3) Media coverage of the Conference will be coordinated through the KSDE Public Television System. KSDE will be responsible for providing a news release of the Conference to other radio-TV networks. This coverage should begin two weeks prior to the Conference.

- (4) The list of vendors, workshop presentations, and project demonstrations/exhibits from local school districts were provided to the Councils.
A finalized copy including time schedules for all workshop presentations and demonstrators will be provided to members of both councils prior to the Conference.

Other items clarified:

- members of all councils are expected to pay the \$12 registration fee for attending the Conference
- 100% security must be maintained for all exhibits and other items on display to prevent material loss.

Committee Reports

Several members of the Input Council are involved with the state legislature while in session. Due to this factor, Committee reports were not given. Barnett, however, inquired about an update of the Financial Committee from Gene Casper. Casper reported that the Financial Committee (responsible for spending funds to provide Career Education awareness) had not met since the last Input Council meeting. He was not aware if Fleener (chairman) had followed up on items discussed in the last meeting concerning the possibility of attaining a contract with a Wichita firm.

Needs Assessment

Ann Garvin requested more information from the Council regarding their efforts to contact companies from the list of Industry/Labor identified for completing the Needs Assessment Questionnaire. Garvin reported being unsuccessful in her efforts to obtain feedback from any of the companies she contacted.

Martinez responded that Industry/Labor did not seem to understand what Career Education is all about and probably did not know how to respond to the questionnaire. He indicated that the Department of Education should work with them more in the future to increase their awareness.

Miscellaneous

(1) Career Education Week

Rawson shared with the group a proposed proclamation which will be presented to the Governor for his signature on April 12, 1978 at 10:30 a.m. This Proclamation declared April 23-29 Career Education Week. Six to ten people will be present for this ceremony with the Governor which should receive TV coverage.

Hazel Rockhold recommended spending funds allocated for Career Education Awareness to announce Career Education Week throughout school districts. After discussing the possibility, Barnett appointed a committee of three persons authorized to spend \$3,000

on Career Education awareness for the week of April 23-29th. This committee, consisting of Rockhold, Coughneour and Willich, will investigate the possibility of purchasing and/or making buttons, bumper stickers and posters for all schools.

(2) 90-Day Grant Extension

Rawson shared a letter addressed (not mailed) to the Office of Career Education requesting a 90-day extension of the Career Education Grant to allow sufficient time to complete activities outlined in the original grant document. This would allow enough time to spend the \$11,000 that the Financial Committee has been working with.

The \$3,000 to be spent by the Career Education Week Committee will be subtracted from this \$11,000.

REVIEW OF STATE PLAN

Budget (page 89-94)

The Budget section of the revised State Plan was reviewed first by the Council with the guidance of Martinez. Martinez presented an overall picture of the estimated budget for the next 5-year operation period of the State Plan.

- (1) Listed by Performance Objectives, dollar figures were provided for each Process Objective included for five consecutive years, beginning 1978-79 and ending 1982-83.
- (2) Estimated Personnel Costs including fringe benefits were also included.
- (3) An Estimated Budget Allocations By Category section was included in the Plan to indicate cost for direct and indirect services to school districts, cost for services to teacher training institutions and cost for additional awareness activities.
- (4) The Estimated State/Federal Share of Costs based on the Federal Funding possibilities from the Career Education Incentive Act authorizations
- (5) The Estimated Budget Arranged By Priorities was also included.

Minor editorial changes were made while reviewing the budget by the Councils. There weren't any changes made in the actual figures listed in the budget section of the plan.

Evaluation (page 76-88)

The evaluation section of the Plan was included as an addition to the proposed Plan presented last year. While introducing this section of the Plan with the Councils, Martinez reviewed one of the Evaluation Process associated with one of the Objectives to indicate how the evaluation process would be accomplished.

Significant changes that were agreed on by both Councils in this

section of the Plan are as follows:

- (1) Evaluation Summary Plan, Performance Objective 1.0
Information under the Analysis Technique should indicate
" A 90% increase in the number of school districts adopting
Career Education programs by the end of the 5-year period."
(The 10% increase per year, as written, does not appear
realistic by the Council. In addition, a 10% increase
per year increase would not achieve the desired 90% increase
by the end of the 5-year period).
- (2) Delete the word "had" from section (a) on page 87, state-
ment would now read "...school districts in Kansas will have
developed..."

LUNCH 11:45-12:45

Briefly, before beginning the next session, Apt discussed the possibility of acquiring extra banquet tickets for the Conference which would be available for persons desiring to attend the banquet at the Conference. Martinez stated that tickets would be available. Apt encouraged members of both Councils to purchase those tickets for others persons who make be interested in attending, specifically members of the legislature. They will be in Topeka at the time of the Conference.

Review of State Plan (continued)

Introduction - Overall View Of Plan Development

There was some discussion concerning the information in this section of the Plan. Council members debated whether this information should be included in the Plan as written, attached as an appendix, or provided only to board members in a separate report. As stated by Martinez, this information would serve the purpose of providing as much information as possible to show how the State Plan was produced.

The final consensus of the group was to include this information in the Plan as written with the following changes:

- (1) Page 5, delete "non-scholastic" from the last line of paragraph #2 under the heading of General Concept Of Career Education.
- (2) Define Career Development (page 5, General Concept) as:
Career Development, as one aspect of an individual's total development, is a process for realizing individual potentialities.
- (3) Delete all degree titles from names of all persons listed under Groups Assisting In the Development of the State Plan.
- (4) Include John Conard in the list (3 above).

Background Information On Career Education

It was the consensus of the group to include the paragraph on page 18 as the last paragraph in the Executive Summary of the Plan. Reference should be made to the information in this paragraph on page 18.

Definition and Concept Clarification (page 19-24)

The Input and Practitioner Council gave their consensus to include or make the following changes in this section of the Plan:

- (1) The Kansas Definition of Career Education - page 20
Delete "one's chosen life-style" so that the definition reads exactly as it was printed in the first proposed Plan.
- (2) In the first statement under the heading Operational Definition, substitute "appropriate" for "relevant".
- (3) Reflect the following change in the last statement on page 20:
"An appointed coordinator of Career Education whose duties include utilization of community resources."

Needs Assessment (page 25-37)

A review of the Needs Assessment data was presented to the Councils. This section was well received by the group with the following changes and/or additions:

- (1) Present the data from the Industry/Labor group in a more positive manner (#8, page 37).
- (2) Include N for each sampled group.
- (3) Provide percentage figures for priorities listed on page 37.

Goals And Objectives (page 38-64)

The consensus of the group was given to include the following changes in the Goals and Objectives section of the Plan.

- (1) Page 39, #8, last sentence changed to read "These state funds will more than likely...districts."
- (2) Page 40, #9, last sentence change to read "Such a center for exemplary and innovative education programs and practices will be expanded to include more detailed technical information on Career Education."
- (3) Page 41, Goal 1, Awareness, delete "public and private Kansas district and school" to read "public school districts and private schools". Change was indicated because there aren't any private districts. This same change will apply to Performance Objective 1.0, page 41.
- (4) Goal 1, Process Objective 1.3. In activity 1.3b, "speakers' bureau activities" will be changed to "resource persons", p.42.
- (5) Process Objective 1.5, activity 1.1d (page 47)
Note made of conducting 2 meetings per year of district career education coordinators for input and planning purposes.

At this point of the meeting Chairman Barnett suggested that an alternate plan be recommended for adopting the Plan as presented by the contractor before being presented to the State Board of Education. It was apparent that not enough time was available today completing the review of the Plan.

Motioned by Schultz, seconded by White (Input Council) and Willich (practioners) that the Executive Committee of the Input Council ge given the authority to review the Plan, considering the deadline that has to be met.
Approved by the group.

Members of both Councils will be notified of any subsequent changes made by the Executive Committee.

Other points of interest discussed by the councils were:

- (1) Career Education Coordinator seems to have more responsibilities than other personnel as shown in the Plan.
- (2) A meeting should be held with the Commissioner to discuss the reality of the Plan.
- (3) Regional directors must be included in the Plan, if not, implementation of the Plan may not be successful.

Adjournment

It was agreed that the Executive Committee would get together through a Conference phone hook-up. Information (changes of the Plan) will be forwarded to other Council members .

It was also agreed that the next meeting should follow the Governor's Conference. The scheduled meeting of April 18th should be deleted from the calendar and reflect a May 3, 1978 meeting date.

The meeting was adjourned by Barnett.

APPENDIX G

CAREER EDUCATION STATE PLAN

Practioners Council Career Education Meeting December 19, 1977

The December 19, 1977 Practioners Council Career Education Meeting was held at the Holiday Inn-West in Topeka, Kansas at 10:00 a.m. Members attending the meeting were as follows:

Wilbur Rawson
Mary Remington
Jody Bauman
Ken Best
Bettye Couyhenour
Deanne Howard
Ernie Honas
Danny Lewis
Bruce Page
Bill Sanders
Gene Willich
John Siler, Project Coordinator

Absent members were:

Dr. Bertram Caruthers
Tom Christy
Roy Piper
Larry Wills

Wilbur Rawson began the meeting by presenting an overview of the Career Education Incentive Act of 1977 as signed by President Carter. This Act relates federal rules and regulations to states operating Career Education Programs funded by federal monies. The Council was informed of guidelines regarding the use and expenditures of monies, ways to receive and apply federal monies for Career Education in state and local programs.

After this presentation Rawson proceeded to discuss the need for Kansas Councils to develop a system for determining priorities for the use of monies for Career Education. Rawson replied that until Kansas develops a system of determining its priorities, the discussion of how to distribute funds would be useless.

Rawson stted that monies will not be issued locally on a per-student basis, nor will it be used as a percentage of teacher or coordinator's salary.

In order that the State of Kansas might receive any federal funds for Career Education it will have to appropriate matching money for any funds received. The Scale for determining the amount of state matching funds needed are as follows:

1st year ('79) - Don't match anything
2nd year ('80) - 25% matching state money
3rd year ('81) - 50% matching state money
4th year ('82) - 50% matching state money

Before requesting any funds, Rawson stated that Kansas must decide:

- (1) How to prove the use of the money
- (2) Determine how the money will be spent after it is received.

Youth Employment Demonstration Projects Act

Rawson informed Council members about the possibility of encountering the Youth Employment Demonstration Project in the Kansas school system. Basically this project is undertaken (funded) by the Department of Labor to provide youth with educational advancement towards graduation through work they perform. The requirements of this act has not been thoroughly interpreted for the State of Kansas but the basic understanding is that the State of Kansas will offer credit for paid work done by students. Rawson stated that this program will probably be similar to that of the Vocational Work Study Program.

Regional Conferences

There was some discussion among Council members regarding the Wichita regional conference. Members felt that since this conference required a lunch break, because of the time scheduled, it may interfere with the amount of attendant participation. The fear was that the conference would lose many of its participants following lunch because they would not return for various reasons. Also, it was felt that during the lunch hour, many participants would get caught in the rush and possibly return late.

The Council tried to decide whether to offer lunch to the group through a fee (registration) or should they just take a chance on them returning after the scheduled lunch break. No consensus was reached from this discussion although the Council decided to conduct the conference as planned.

State Plan

John Siler informed the Practitioners Council of the positive comments Kansas received on the State Plan (as written thus far) from the Washington Consultant who had reviewed many plans from various states. Siler stated that the consultant felt the plan seemed to fall together quite well.

Siler then called the Council's attention to the evaluation of the State Plan. Stating that the evaluation must relate to what the Plan is attempting to do. Siler replied that the evaluation of the Kansas Plan will not be a stringent indepth validation, instead it will make some sense and follow what we are doing in the plan.

Newsletter

Rawson solicited from Council Members, articles or items of interest which can be published in the Newsletter. One comment was made that the print was too small and Rawson replied that that happened as a result of them trying to shorten the Newsletter from 4 to 2 pages.

Miscellaneous

It was suggested by one Council member that students be allowed to attend regional conferences for another viewpoint. Rawson replied that that would be

absolutely a good idea provided that student(s) are given the proper permission from school officials to attend such a conference.

Denise Apt, President of Kansas School Board will be attending the Colby conference along with Gordon Schultz and Dean Stucky (Input Council Members).

From this point the Council reviewed procedures and responsibilities for conducting the regional conferences. A review of the entire agenda was done by Siler and clarifications were made as necessary and requested by Council members. One important point made during this discussion period was that Council members must really listen to attendants and assure them that their input into these regional conferences will be given some attention and/or consideration.

CAREER EDUCATION STATE PLAN

CAREER EDUCATION INPUT AND PRACTITIONERS
JOINT COUNCIL MEETING

January 24, 1978

A joint meeting of the Career Education Input Council and the Practitioners Council was held on Tuesday, January 24, 1978 at the downtown Holiday Inn in Topeka, Kansas. The meeting was called to order promptly by Nelson Galle, Chairman of the Input Council. Attending members were as follows:

Input Council

Nelson Galle, Chairman
Mary Kosier, Secretary
Hazel Rockhold
Ann Garvin
Gordon Schultz
Paul Fleener
Don Cox (for Roy C. Berry)
Wilbur Rawson

Practitioners Council

Larry Wills
Bruce Poage
John Siler, Project Coordinator

The list of absent members include the following:

Input Council

Jack Barnett
Denise C. Apt
Bernie Brown
John J. Conard
Dorothy Groesbeck
John Hancock
Carl Heinrich
Kathleen White
Jim Maag
Ralph McGee
Jack A. McGlothin
Lois A. Mussemann
Jack A. Pearson
Ouida Pyle
Dean R. Stucky

Practitioners Council

Bertram Cruthers
Tom Christy
Roy Piper
Mary Remington
Jody Bauman
Ken Best
Betty Coughenour
Deanne Howard
Ernie Honas
Danny Lewis
Bill Sanders
Gene Willich

Chairman Galle informed the Council of Mr. Siler's call to suggest postponing the meeting because of the weather. Galle stated that he felt only a small group of members would be effective in discussing the progress of the State Plan. Council members were asked to make additions or changes to the agenda for today's meeting. After a suggestion from Fleener requesting the removal of all items from the agenda requiring reports from people who were absent, the consensus was that the Council would discuss items of concern to those who were present. Before moving on to agenda items Galle informed the Council that he met with Merle Bolton, Commissioner of Education, and that the Commissioner would be joining the Council for lunch and some discussion afterwards.

Introduction to Practitioners Council

At this point, only one Practitioners Council member, Larry Wills, was present and introduced. Since he had met with the Input Council before, introductions of each member was deleted from the agenda.

Review of Minutes

A review of the minutes from the November 30, 1977 meeting of the Input Council resulted in the following change and addition.

- (1) A change of date from January 28, 1978 to January 24, 1978 for the joint meeting between the Input and Practitioners Council (page 4).
- (2) An addition under the Financial Committee report to reflect a vote of the Council giving that committee the prerogative to purchase awareness resources for Career Education. The minutes should also reflect that the motion was made by Barnett, seconded by Kosier.

The minutes were approved with the stated amendments.

Regional Conferences

The report of Regional Conferences was given by Siler. Overall, Siler stated that most conferences went well and that he was pleased with the amount of input received from conference participants. One minor problem was encountered at the Kansas City conference when the doors at the site of the conference were locked and the hosts were not prepared for the group. Cooperation from other locations was reported as being fantastic.

Galle reported that he had been unable to attend any of the conferences because of schedule conflicts. He did, however, send a representative from his corporation (training manager) who came back very excited about Career Education. The total number of participants at each conference (excluding Council members) were estimated as follows:

January 9, 1978	Dodge City	24
January 11, 1978	Wichita	83
January 13, 1978	Concordia	10
January 16, 1978	Colby	9
January 18, 1978	Iola	85 to 100
January 20, 1978	Kansas City	24

In each case bad weather accompanied the days of the conference. Siler also reported that the presentation of the State Plan and efforts to implement it was well received (accepted) by conference participants. In regard to evaluation and other comments from attendants, the most common response was that participants were delighted to know that Career Education was not being mandated and that it was left up to local areas to develop. Emphasis in each meeting (interest area) was cited as:

- Dodge City - Participants felt that the involvement of the school board would be essential in the successful implementation of Career Education.
- Wichita - Administrators were cited as important people to gear up Career Education.
- Colby - Pre-service training of teachers before entering the classroom was the major emphasis for establishing Career Education.

Concordia - Felt that teacher interest was needed.

Iola - Emphasis was placed on the community effort

Kansas City- Mixed emphasis on general awareness of Career Education and the involvement of superintendents.

A summary of all responses and evaluations from conference participants will be provided for members of the Input and Practitioners Council.

A comment was made by Hazel Rockhold concerning an excellent article published in the Farm Bureau on Career Education. Fleener replied that he sent copies of the article to some Council members and would be happy to get a copy to others.

Since the attendance at some regional conferences was very low, Council members were concerned about the attendance at the Governor's Conference on Career Education. Some statements or issues presented to gain the expected attendance were:

- Create interest in district areas with the possibility of appointing someone to be responsible for assuring attendance.
- If successful, we must have parents and non-educators attend.
- We must do more than send out announcements; special invitations should be personally addressed.

Gordon Schultz's extra efforts at inviting persons to attend the regional conference in Iola were commended by Chairman Galle. With this in mind, Council members agreed to provide the project coordinator with a list of people (identified as possible attendants) to receive personalized invitations to the Governor's Conference. Rawson also stated that he had a list (compiled over the last five years) of possible interest people which will also be given to Siler.

At this point the meeting was turned to the attention of the Practitioners Council to discuss items of concern to both Councils. Siler injected that members of the Practitioners Council were concerned about the definition of Career Education. There does not seem to be any reference to "life activity goals" other than working. The Council would like to know if Career Education will relate to other things in life besides the work structure. There was some confusion as to which definition was being used. Input Council members referred back to the process of establishing the definition of Career Education which involved input from the Practitioners Council. It was finally resolved that the final definition as printed reflected changes made by Merle Bolton, Commissioner of Education. Also, this issue was brought up for discussion and not to be resolved at this point.

Update of Plan

Siler reported the following concerning State Plan activities:

- (1) All regional conferences were completed and that input was given.
- (2) Pre-service needs assessment questionnaires have been mailed out to all educational institutions in Kansas offering a teacher-training program.

- (3) The Handicapped (Special Education) questionnaires were held up due to the fact that the contract required assessing students in 6th and 12th grade exclusively. The instrument was developed to assess students in grades 6-12. Siler wanted to be sure that the contract requirements would still be met with the use of the instrument as presently designed.
- (4) Jack Pearson has selected recipients for the Business and Industry questionnaires.
- (5) Ralph McGee has provided a list of labor leaders to receive those questionnaires.

Consensus was given for Siler to mail the Handicapped questionnaires as printed.

Siler requested from the Council alternatives for receiving information from institutions not returning the questionnaires. He specifically wanted to know if a follow-up phone call to complete the questionnaire not returned would be acceptable for gathering the necessary data. It was felt by the Council members that the questionnaire must be received directly from the institution to validate data received.

LUNCH -The Councils adjourned for lunch at 11:30 a.m. Merle Bolton, Commissioner Education, joined council members as planned.

Progress of State Plan

The afternoon session was devoted entirely to discussing the progress of the State Plan for Career Education as directed by the Project Coordinator, John Siler. In a closed session, Input Council members and the Commissioner discussed their concerns for the successful completion of the project. Galle related the contents of a letter he addressed to the Commissioner expressing items he was personally concerned with involving the Career Education State Plan Project. Briefly, these items were:

- (1) Contractor (InterAmerica Research Associates) staying on schedule.
 - (a) Embarrassment he felt at the November 30 meeting due to the changed date for the Governor's Conference of which he had no prior knowledge.
 - (b) Confirmed speakers for the Governor's Conference (names have been tossed around - no set speaker yet).
 - (c) Notices for advance registration for regional conferences (should have been mailed on November 31).
 - (d) No minutes have been provided from the last meeting (November 30, 1977). The contractor was to provide secretarial help for minutes.
 - (e) Misunderstanding between the contractor concerning responsibilities at the regional conferences.
 - (f) Needs Assessment surveys were to be mailed on December 9, 1977. Although a notice of delay was given, they still were not mailed as of December 22, 1977.
 - (g) The April date set for completing the State Plan is in jeopardy (due to time lag of completing activities by the contractor).

The general attitude among Input Council members was that the project was behind schedule by approximately 24 days. Grievances and comments were made concerning the quality of work and efforts being put into the development of the State Plan. The

problem was described as :

- (a) A communication problem between the Project Coordinator, John Siler, and the contract signer, Dr. Ken Martinez (Vice President, InterAmerica Research Associates).
- (b) A time lag for completing activities as stated in the contract by the contractor.

Various other comments made by Council members and the Commissioner were:

- Delineate (to Ken Martinez) the things we want done. The concern is with the exact schedule of events.
- Needs Assessment Surveys should have all been out. Its getting late and there must be time for follow-up.
- If we can't meet the deadlines and get the necessary things done we will call off the Governor's conference.
- Better cooperation and quality of work may have been produced if the contractor had not received advance funds towards the completion of the contract.
- Concern about getting the State Plan completed before the April deadline for presentation to the State Board.

Rawson reported from a meeting held earlier in the morning with Martinez, Siler rouch and himself. He stated that it was evident that a communication problem exists between Siler and Martinez which may be causing some of the problems related to the completion of the contract as scheduled. As a result of this meeting, a renewed calendar of dates for completing activities would be submitted by the contractor. Monthly meetings with the contractor will also be held to discuss the progress of the project.

Siler was invited back into this session where he was asked several pointed questions by the Input Council. Siler was told the grievances and concerns the Council had discussed earlier and was asked for possible explanations to the problems he was having in completing activities as planned. Siler reported that he and Martinez will be working closer together in the future to complete the project.

Commissioner Bolton listed several activities to be completed by the contractor to assure the success of the contract. Briefly, these were:

- (1) Prepare (for the Commissioner) a complete schedule of the Governor's Conference by 5:00 p.m. Friday, January 27, 1978 with two appropriate times from which the Governor can select for his presentation.
- (2) Prepare a suitable plan for Keynote speaker(s) and their commitment so that a program can be drafted.
- (3) Preliminary Governor's Conference Announcements mailed out by the middle of February.
- (4) Final program schedule, brochures, etc., for the Governor's Conference to be mailed out by March 1, 1978.

- (5) Rough draft detail of the contents of the State Plan mailed out to Input Council members five days prior to the February 21, 1978 meeting.
- (6) An abstract of the State Plan available for the State Board of Education at least ten days prior to March 14, 1978. The abstract should consist of a two-page outline of the Plan contents.

At this point the Council felt a need to meet with Ken Martinez and L.C. Crouch to clarify and relate certain items of concern previously discussed.

Martinez arrived at the meeting at 2:15, shortly after the arrival of Crouch. Both were given a brief review of the previous discussion. The Council asked several questions of Martinez concerning the ability of InterAmerica to fulfill its responsibilities and obligations in the contract. Realizing that the contract was behind the planned schedule, Martinez assured the Council that through an increase in manpower from InterAmerica and closer monitoring of the project schedule, the contract would be successfully completed with the quality of work desired by the Council. The demands listed by the Commissioner were also accepted by Martinez for completion by the dates outlined. The recommendation agreed upon by Council members to include measurable objectives addressing the goals of the State Plan were also assured by Martinez.

The meeting was promptly adjourned by the Chairman after a motion by Schultz at 3:20 p.m.

*Please review these for your
next meeting. Thank you. Ly*

APPENDIX H

KANSAS STATE DEPARTMENT OF EDUCATION

CAREER EDUCATION STATE PLAN

DEVELOPMENT CONFERENCES

DR. MERLE R. BOLTON

Commissioner of Education

ATTENDANCE AT EACH CONFERENCE IS OPEN TO THE PUBLIC AND FREE OF CHARGE

INVITES ALL KANSANS

to participate in a Regional
conference to help develop the
State Plan for Career Education
in Kansas.

Conferences will be held in
six locations in Kansas during
JANUARY, 1978

YOUR INPUT IS VITAL

TO THE SUCCESS OF

CAREER EDUCATION

IN

KANSAS

The Conferences have been
planned on a regional basis to
bring current information about
Career Education to as many
citizens as possible, and to
encourage as much local input
as possible to the development
of the State Plan for Career
Education.

453

For further information
contact Mr. John Siler at:
(913) 296-2572.

General Moderators: John W. Siler, State Plan Project Coordinator
Wilbur Rawson, State Director of Career Education

CONFERENCE LOCATIONS AND PRESENTERS

JANUARY 9, 1978	DODGE CITY COMMUNITY JUNIOR COLLEGE 14th Avenue at Bypass 50, Dodge City Deanne Coward, Lois Mussemann, Roy Piper, William Saunders, Gene Willich	1:00 P.M. TO 4:00 P.M.
JANUARY 11, 1978	HOLIDAY INN PLAZA, RIVIERA ROOM 250 West Douglas, Wichita Denise Apt, Ken Best, Nelson Galle, Carl Heinrich, Mary Kosier, Gordon Schultz, Dean Stucky, Cathy Wilson	10:00 A.M. TO 2:00 P.M.
JANUARY 13, 1978	CLOUD COUNTY COMMUNITY JUNIOR COLLEGE 2221 Campus Drive, Concordia Jody Bauman, Paul Fleener, Dorothy Groesbeck	1:00 P.M. TO 4:00 P.M.
JANUARY 16, 1978	COLBY COMMUNITY JUNIOR COLLEGE 1255 South Range, Colby Bernie Brown, Ernie Honas	1:00 P.M. TO 4:00 P.M.
JANUARY 18, 1978	ALLEN COUNTY COMMUNITY JUNIOR COLLEGE 1801 North Cottonwood, Iola Denise Apt, Jack Barnett, Bettye Coughnour, Nelson Galle, Mary Remington, Hazel Rockhold, Gordon Schultz	1:00 P.M. TO 4:00 P.M.
JANUARY 20, 1978	KANSAS CITY, KANSAS, COMMUNITY COLLEGE 7250 State Avenue, Kansas City Kansas Jack Barnett, Roy Berry, Bertram Caruthers, Gene Casper Tom Christy, John Conard, Ann Garvin, John Hancock, Danny Lewis, Kathleen White, Larry Wills	1:00 P.M. TO 4:00 P.M.

KANSAS STATE DEPARTMENT OF EDUCATION

CAREER EDUCATION STATE PLAN

DEVELOPMENT CONFERENCES

General Moderators: JOHN W. SILER, State Plan Project Co-ordinator
WILBUR RAWSON, State Director of Career Education

<u>LOCATION</u>	<u>PROGRAM DIRECTOR</u>
Dodge City, January 9, 1978	Gene Willich
Wichita, January 11, 1978	Ken Best
Concordia, January 13, 1978	Jody Bauman
Colby, January 16, 1978	Ernie Honas
Iola, January 18, 1978	Mary Remington
Kansas City, January 20, 1978	Larry Wills

The PROPOSED Kansas DEFINITION of CAREER EDUCATION:

CAREER EDUCATION is the effort of schools and the community to help all individuals recognize and appreciate the values of a work-oriented society, to implement these values into their lives, and to acquire competencies so that work becomes possible, meaningful, and satisfying to each individual.

The State-Level GOALS AND SUBGOALS are:

GOAL ONE: It is the goal of the Kansas State Board of Education and the Kansas State Department of Education to increase the overall awareness of Kansas to the benefits of Career Education, to stimulate support for Career Education, and to promote the adoption of a comprehensive Career Education approach in all public and private Kansas districts and schools.

- SUBGOALS:
- 1a. To increase public awareness and support through an ongoing effort of preparing and making available to all forms of public media a series of informative articles and news releases on Career Education.
 - 1b. To increase general awareness and knowledge by identifying and/or developing and making available a selection of effective explanatory materials (print and audio-visual) for assisting in communicating the concepts and benefits of Career Education to the general public, educators, administrators, and board members.
 - 1c. To increase general awareness and knowledge by developing and promoting the use of a statewide network of speakers' bureaus for talks centering on Career Education.
 - 1d. To increase the awareness, understanding, and support of key Kansas groups by disseminating the proposed state plan and seeking participation and involvement of such groups in the additional refining, planning, and implementing of the state plan.
 - 1e. To stimulate and promote awareness and the infusion of Career Education into all Kansas classrooms and curriculum by involving the schools and their patrons in the additional refining, planning, and implementing of a Career Education Plan for Kansas.

GOAL TWO: It is the goal of the Kansas State Board of Education and the Kansas State Department of Education to provide assistance and aid to all Kansas Schools in their efforts to implement Career Education.

- SUBGOALS:**
- 2a. To assist in and facilitate implementation efforts by developing and/or aiding in the development, and the dissemination of, guidelines for Career Education planning and implementation.
 - 2b. To assist in the implementation by working with all Kansas schools in the development of comprehensive Career Education plans.
 - 2c. To assist in implementation by providing, to the extent possible, financial aid for the implementation of local Career Education plans.
 - 2d. To assist in implementation of Career Education at the district and school level by developing and maintaining a centralized and comprehensive technical information and resource center (at KSDE) with easy access.
 - 2e. To assist in implementation by identifying, validating and helping support a series of local Kansas Career Education demonstration programs.
 - 2f. To assist and facilitate implementation by assisting districts and schools in the identification, selection and adoption/adaption of workable Career Education instructional materials and approaches.
 - 2g. To assist and facilitate implementation of Career Education in the schools of Kansas by supporting the efforts at all Kansas teacher training institutions towards the infusing of a Career Education approach into the educational preparation of all prospective teachers and administrators.
 - 2h. To assist and facilitate implementation in Kansas schools by arranging for and supporting Career Education in-service training of present Career Education coordinators, classroom teachers, administrators, board members and community support personnel.
 - 2i. To assist in implementation by coordinating planning, implementation and resource sharing among all local school districts and educational agencies and between local districts and agencies and other state, regional and national agencies.
 - 2j. To assist in and facilitate implementation efforts by identifying and making available to all local educational agencies a cadre of experienced and technically able resource people.

TIMETABLE

1:00-2:00	Introduction: Career Education, What Is It?
2:00-2:15	Coffee Break
2:15-3:00	Small Group Discussions
3:00-3:15	Small Group Summaries
3:15-3:30	Federal Career Education Legislation
3:30-4:00	Open Discussion

APPENDIX I

RECEIVED FEB - 2 1978

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CAREER EDUCATION
NEEDS ASSESSMENT QUESTIONNAIRE

The following questionnaire has been developed to solicit your opinions about:

- 1) The Career Education Goals and Objectives that have been proposed for the State Career Education Plan,
- 2) Items related to career Education, and
- 3) Services and/or resources for implementing career education programs.

The items on this questionnaire have been selected specifically for your input as a Career Education Coordinator. The purpose of the questionnaire is to help determine the in-service training needs throughout the state relative to career education.

You need not identify yourself. However, if you wish to do so, please complete all the following items; if not, complete only those you can.

Thank you.

NAME _____

SCHOOL DISTRICT USD # _____

POSITION (Job Classification) _____

SIZE OF SCHOOL DISTRICT:

(1)	100 - 300	_____
(2)	300 - 1000	<u>X</u>
(3)	1000 - 3000	_____
(4)	3000 - 10,000	_____
(5)	over 10,000	_____

DATE 1 - 31 - 78

I. STATE CAREER EDUCATION GOALS AND OBJECTIVES

Please indicate your opinion of the following state-level goals which are being recommended for incorporation into the State Plan. These goals relate to making provisions for various activities, including in-service activities, at the local level as well as at other levels in the state.

Please respond to the following by marking an (X) in the column which best indicates your opinion.

"I FEEL THIS STATE-LEVEL GOAL ...

	Is Very Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion
1. To increase public awareness and support of Career Education through a series of informative articles and news releases available to all forms of public media	X			
2. To increase general awareness and knowledge of Career Education by making available a selection of effective explanatory materials for assisting in communicating the concepts and benefits of Career Education to Individuals, groups, and the general public	X			
3. To increase general awareness and knowledge of Career Education by developing and promoting the use of statewide network of speakers' bureaus for talks centering on Career Education		X		
4. To increase the awareness and support of key Kansas groups by disseminating the state plan and asking for the help of such groups in additional refining and implementation of the state plan	X			
5. To promote the inclusion of Career Education in all Kansas classrooms and curricula by involving the schools and their patrons in additional refining and implementation of the state plan	X			
6. To assist in Career Education implementation by developing and disseminating guidelines for Career Education planning and implementation	X			
7. To assist in Career Education implementation by working with all Kansas schools and localities in the development of comprehensive Career Education plans	X	?		
8. To assist in Career Education implementation by providing whatever financial aid as possible for the implementation of local Career Education plans	X			

I. Cont'd

"I FEEL THIS STATE-LEVEL GOAL ...

	Is Very Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion
9. To assist in Career Education implementation by developing and maintaining a centralized and comprehensive information and resource center (at KSDE) with easy access	X			
10. To assist in Career Education implementation by supporting a series of local Kansas Career Education demonstration programs	X			
11. To assist in Career Education implementation by helping local schools adapt/adopt Career Education instructional materials and approaches	X			
12. To assist in Career Education implementation by supporting the efforts at all Kansas teacher training institutions to include Career Education approaches in the educational preparation of all prospective teachers and administrators	X			
13. To assist in Career Education implementation by arranging for and supporting Career Education in-service training of present classroom teachers, Career Education coordinators, administrators, board members, and community support personnel	X			
14. To assist in Career Education implementation by coordinating the Career Education efforts among all local schools and between schools and other agencies	X			
15. To assist in Career Education implementation by identifying and making available to all schools a cadre of experienced and technically able resource people	X			

II. AREAS OF IN-SERVICE RELATED TO STATE GOALS:

- a) Based on your current knowledge and awareness of Career Education, please respond to the following by marking an (X) in the column which best indicates your opinion.

"I FEEL THE NEED FOR IN-SERVICE TRAINING FOR TEACHERS PREPARING IN MY DISTRICT IN...

	Is Very Important	Is Important	Is Unimportant But May Be Included	Should Not Be Included	Is Uncertain/No Opinion	Present Activities
1. Stimulating community awareness of Career Education		X				
2. Utilization of community resources	X					
3. Utilization of advisory boards				X		
4. Infusion of Career Education MATERIALS:						
a) at the elementary level				X		
b) at the junior high school level or middle school		X				
c) at the senior high school level	X					
d) into programs for the gifted					X	
e) into programs for potential dropouts	X					
5. Infusion of Career Education ACTIVITIES:						
a) at the elementary level				X		
b) at the junior high school level or middle school		X				
c) at the senior high school level	X					
d) into programs for the handicapped		X				
e) into programs for the gifted				X		
6. Improved individual career counseling	X					
7. Improved group career counseling	X					

II. Cont'd

"I FEEL THE NEED FOR IN-SERVICE TRAINING
FOR TEACHERS PREPARING IN MY DISTRICT IN....

	Is very Important	Is Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion	Present Activities
8. Career information systems	X					
9. Career exploration programs	X					
10. Computer assisted career education instruction		X				
11. Simulated work experience	X					
12. Planned vocational education programs	X					
13. Field trips		X				
14. Improved "mainstreaming" techniques for Career Education programs for the handicapped		X				
15. Work observation or "shadowing"		X				
16. Unpaid work experience (for school credit)				X		
17. Paid work experience				X		
18. Student placement services	X					
19. Developing job survival skills	X					
20. Developing job interviewing and finding skills	X					
21. Career Education programs for adults				X		

- b) Please indicate which of the activities listed above are contained in your present program by placing an (X) in the column marked "PRESENT ACTIVITIES".

III. ADDITIONAL AREAS OF INTEREST

Please list additional areas where career education in-service training is needed in your district.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

IV. TYPES OF CAREER EDUCATION

Please list the types of career education training already offered in your district (i.e., 1 day workshop, 1-hour presentation by state department personnel, etc.).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

RECEIVED

FEB 1 1978

CAREER EDUCATION
NEEDS ASSESMENT QUESTIONNAIRE

The following questionnaire has been developed to solicit your opinion about:

- 1) The Career Education Goals and Objectives that have been proposed for the state Career Education Plan,
- 2) Items related to Career Education, and
- 3) Services and/or resources for implementing Career Education programs.

The items in this questionnaire have been selected specifically for your input as an employer. The purpose of the questionnaire is to help determine the labor, business, and industrial needs throughout the state relative to Career Education.

You need not identify yourself. However, if you wish to do so, please complete all the following items; if not, complete only those you can.

Thank you.

NAME Alan Roskam

FIRM OR UNION THE CESSNA AIRCRAFT COMPANY

TYPE OF BUSINESS OR TRADE Aircraft

RESPONDENT'S JOB TITLE Manager Organization Planning and Development

NUMBER OF EMPLOYEES OR UNION MEMBERS	(1) under 30	_____
	(2) 35 - 50	_____
	(3) 50 - 100	_____
	(4) 100 - 400	_____
	(5) over 400	<u>X</u>

DATE January 31, 1978

I. STATE CAREER EDUCATION GOALS AND OBJECTIVES

Please indicate your opinion of the following state-level goals which are being recommended for incorporation into the State Plan. These goals relate to making provisions for various activities, including activities which will involve business, labor, and community persons in general, at the local level as well as at other levels in the state.

Please respond to the following by marking an (X) in the column which best indicates your opinion.

"I FEEL THIS STATE-LEVEL GOAL ...

	Is very Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion
1. To increase public awareness and support of Career Education through a series of informative articles and news releases available to all forms of public media				
2. To increase general awareness and inowledge of Career Education by making available a selection of effective explanatory materials for assisting in communicating the concepts and benefits of Career Education to individuals, groups, and the general public				
3. To increase general awareness and inowledge of Career Education by developing and promoting the use of statewide network of speakers' bureaus for talks centering on Career Education				
4. To increase the awareness and support of key Kansas groups by disseminating the state plan and asking for help of such groups in additional refining and implementation of the state plan				
5. To promote the inclusion of Career Education in all Kansas classrooms and curricula by involving the schools and their patrons in additional refining and implementation of the state plan				
6. To assist in Career Education implementation by developing and disseminating guidelines for Career Education planning and implementation				
7. To assist in Career Education implementation by working with all Kansas schools and localities in the development of comprehensive Career Education plans				
8. To assist in Career Education implementation by providing whatever financial aid as possible for the implementation of local Career Education plans				

I. Cont'd

"I FEEL THIS STATE-LEVEL GOAL ...

	Is Very Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion
9. To assist in Career Education implementation by developing and maintaining a centralized and comprehensive information and resource center (at KSDE) with easy access				
10. To assist in Career Education implementation by supporting a series of local Kansas Career Education demonstration programs				
11. To assist in Career Education implementation by helping local schools adapt/adopt Career Education instructional materials and approaches				
12. To assist in Career Education implementation by supporting the efforts at all Kansas Teacher training institutions to include Career Education approaches in the educational preparation of all prospective teachers and administrators				
13. To assist in Career Education implementation by arranging for and supporting Career Education which will involve businesses, labor, and community persons in general				
14. To assist in Career Education implementation by coordinating the Career Education efforts among all local schools and between schools and other agencies				
15. To assist in Career Education implementation by identifying and making available to all schools a cadre of experienced and technically able resource people				

II. AREAS OF BUSINESS/INDUSTRY/LABOR RELATED TO STATE GOALS:

- a) Based on your current knowledge and awareness of Career Education, please respond to the following by marking an (X) in the column which best indicates your opinion.

"I FEEL THE NEED FOR COORDINATION OF BUSINESS, INDUSTRY, AND/OR LABOR WITH THE FOLLOWING ACTIVITY ...

	Is Very Important	Is Important	Is Unimportant, But May Be Included	Should Not be Included	Is Uncertain/No Opinion	Present Activities
1. Stimulating community awareness of Career Education	X					X
2. Utilization of community resources	X					X
3. Utilization of advisory boards	X					X
4. Infusion of Career Education MATERIALS:	X					X
a) at the elementary level						
b) at the junior high school level or middle school	X					X
c) at the senior high school level	X					X
d) into programs for the gifted	X					
e) into programs for potential dropouts	X					
5. Infusion of Career Education ACTIVITIES:						
a) at the elementary level						X
b) at the junior high school level or middle school	X					X
c) at the senior high school level	X					X
d) into programs for the handicapped	X					X
e) into programs for the gifted	X					
6. Improved individual career counseling						
7. Improved group career counseling						

II. Cont'd

"I FEEL THE NEED OFR COORDINATION OF BUSINESS,
INDUSTRY, AND/OR LABOR WITH THE FOLLOWING
ACTIVITY ...

	Is Very Important	Is Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion	Present Activities
8. Career information systems						
9. Career exploration programs						X
10. Computer assisted career education instruction						
11. Simulated ~~work~~ experience						
12. Planned vocational education programs						
13. Field trips		X				
14. Improved "mainstreaming" techniques for Career Education programs for the handicapped		X				
15. Work observation or "shadowing"		X				X
16. Unpaid work experience (for school credit)		X				X
17. Paid work experience		X				X
18. Student placement services	X					
19. Developing job survival skills		X				
20. Developing job interviewing and finding skills		X				
21. Career Education programs for adults		X				X

b) Please indicate which of the activities listed above are contained presently in your business or Labor Union's program by placing an (X) in the column marked "PRESENT ACTIVITIES".

III. ADDITIONAL AREAS OF INTEREST

Please list additional areas where career education training and/or programs are within your business, union, and/or community.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

Part of the school is excellent

IV. TYPES OF CAREER EDUCATION

Please list the types of career education programs in which your firm or union have already participated (i.e., 1 day workshop, 1-hour presentation by state department personnel, etc.).

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.

*Areas has cooperated in most every field
that currently exists in our plant community*

RECEIVED 10-8-1976

CAREER EDUCATION
NEEDS ASSESSMENT QUESTIONNAIRE

The following questionnaire has been developed to solicit your opinions about:

- 1) The Career Education Goals and Objectives that have been proposed for the State Career Education Plan,
- 2) Items relating to Career Education, and
- 3) Services and/or resources for implementing Career Education programs.

The items on this questionnaire have been selected specifically for your input as a Co-operative or Vocational Education Coordinator. The purpose of the questionnaire is to help determine the Vocational Education needs throughout the state relative to Career Education.

You need not identify yourself. However, if you wish to do so, please complete all the following items; if not, complete only those you can

Thank you.

NAME _____

SCHOOL DISTRICT USD# _____

POSITION (Job Classification) _____

SIZE OF SCHOOL DISTRICT: (1) under 300 _____
(2) 300 - 1000 _____
(3) 1000 - 3000 _____
(4) 3000 - 10,000 _____
(5) over 10,000 _____

DATE _____

I. STATE CAREER EDUCATION GOALS AND OBJECTIVES

Please indicate your opinion of the following state-level goals which are being recommended for incorporation into the State Plan. These goals relate to making provisions for various activities, including vocational education activities, at the local level as well as at other levels in the state.

Please respond to the following by marking an (X) in the column which best indicates your opinion.

"I FEEL THIS STATE-LEVEL GOAL ...

	Is Very Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion
1. To increase public awareness and support of Career Education through a series of informative articles and news releases available to all forms of public media	X			
2. To increase general awareness and knowledge of Career Education by making available a selection of effective explanatory materials for assisting in communicating the concepts and benefits of Career Education to individuals, groups, and the general public	X			
3. To increase general awareness and knowledge of Career Education by developing and promoting the use of statewide network of speakers' bureaus for talks centering on Career Education		X		
4. To increase the awareness and support of key Kansas groups by disseminating the state plan and asking for the help of such groups in additional refining and implementation of the state plan		X		
5. To promote the inclusion of Career Education in all Kansas classrooms and curricula by involving the schools and their patrons in additional refining and implementation of the state plan			X	
6. To assist in Career Education implementation by developing and disseminating guidelines for Career Education planning and implementation		X		
7. To assist in Career Education implementation by working with all Kansas schools and localities in the development of comprehensive Career Education plans	X			
8. To assist in Career Education implementation by providing whatever financial aid as possible for the implementation of local Career Education plans		X		

I. Cont'd

" I FEEL THIS STATE-LEVEL GOAL ...

	Is Very Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion
9. To assist in Career Education implementation by developing and maintaining a centralized and comprehensive information and resource center (at KSDE) with easy access		X		
10. To assist in Career Education implementation by supporting a series of local Kansas Career Education demonstration programs				X
11. To assist in Career Education implementation by helping local schools adapt/adopt Career Education instructional materials and approaches	X			
12. To assist in Career Education implementation by supporting the efforts at all Kansas teacher training institutions to include Career Education approaches in the educational preparation of all prospective teachers and administrators	X			
13. To assist in Career Education implementation by arranging for and supporting Career Education vocational training of present classroom teachers, Career Education coordinators, administrators, board members, and community support personnel	X			
14. To assist in Career Education implementation by coordinating the Career Education efforts among all local schools and between schools and other agencies			X	
15. To assist in Career Education implementation by identifying and making available to all schools a cadre of experienced and technically able resource people	X			

II. AREAS OF VOCATIONAL EDUCATION RELATED TO STATE GOALS:

- a) Based on your current knowledge and awareness of Career Education, please respond to the following by marking an (X) in the column which best indicates your opinion.

"I FEEL THE NEED FOR COORDINATION OF VOCATIONAL EDUCATION PROGRAMS WITH THE FOLLOWING ACTIVITY ...

	Is Very Important	Is Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion	Present Activities
1. Stimulating community awareness of Career Education		X				
2. Utilization of community resources		X				
3. Utilization of advisory boards			X			
4. Infusion of Career Education MATERIALS:						
a) at the elementary level				X		
b) at the junior high school level or middle school			X			
c) at the senior high school level	X					
d) into programs for the gifted	X					
e) into programs for potential dropouts	X					
5. Infusion of Career Education ACTIVITIES:						
a) at the elementary level				X		
b) at the junior high school level or middle school			X			
c) at the senior high school level	X					
d) into programs for the handicapped	X					
e) into programs for the gifted	X					
6. Improved individual career counseling	X					
7. Improved group career counseling			X			

II. Cont'd

"I FEEL THE NEED FOR COORDINATION OF VOCATIONAL
EDUCATION PROGRAMS WITH THE FOLLOWING ACTIVITY ...

	Is very Important	Is Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion	Present Activities
8. Career information systems		X				
9. Career exploration programs		X				
10. Computer assisted career education instruction		X				
11. Stimulated work experience		X				
12. Planned vocational education programs		X				
13. Field trips			X			
14. Improved "mainstreaming" techniques for Career Education programs for the handicapped				X		
15. Work observation or "shadowing" <i>(If practical or possible)</i>		X				
16. Unpaid work experience (for school credit)			X			
17. Paid work experience			X			
18. Student placement services		X				
19. Developing job servival skills	X	X				
20. Developing job interviewing and finding skills	X	X				
21. Career Education programs for adults			X			

- b) Please indicate which of the activities listed above are contained in your present program by placing an (X) in the column marked "PRESENT ACTIVITIES".

III. ADDITIONAL AREAS OF INTEREST

Please list additional areas where career education training is needed in your vocational education program.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

IV. TYPES OF CAREER EDUCATION

Please list the types of career education training Vocational Education teachers have received in your district (i.e., 1 day workshop, 1-hour presentation by state department personnel, etc.).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

RECEIVED

CAREER EDUCATION

FEB 8 1978

NEEDS ASSESSMENT QUESTIONNAIRE

The following questionnaire has been developed to solicit your opinions about:

- 1) The Career Education Goals and Objectives that have been proposed for the State Career Education Plan,
- 2) Items related to Career Education, and
- 3) Services and/or resources for implementing Career Education programs.

Items in this questionnaire have been selected specifically for your input as a Coordinator of Special Education Services in your district or area. The purpose of this questionnaire is to determine the Career Education program needs of handicapped students throughout the state.

You need not identify yourself. However, if you wish to do so, please complete all the following items: if not, complete only those you can.

Thank you.

NAME _____

SCHOOL DISTRICT USD # _____

POSITION (Job Classification) _____

SIZE OF SCHOOL DISTRICT:

(1)	100 - 3000
(2)	300 - 1000
(3)	1000 - 3000
(4)	3000 - 10,000
(5)	over 10,000

DATE _____

I. STATE CAREER EDUCATION GOALS AND OBJECTIVES

Please indicate your opinion of the following state-level goals which are being recommended for incorporation into the State Plan. These goals relate to making provisions for various activities, including activities to serve the handicapped, at the local level as well as at other levels in the state.

"I FEEL THIS STATE-LEVEL GOAL ...

	Is very Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion
1. To increase public awareness and support of Career Education through a series of informative articles and news releases available to all forms of public media	X			
2. To increase general awareness and knowledge of Career Education by making available a selection of effective explanatory materials for assisting in communicating the concepts and benefits of Career Education to Individuals, groups, and the general public	X			
3. To increase general awareness and knowledge of Career Education by developing and promoting the use of statewide network of speakers' bureaus for talks centering on Career Education		X		
4. To increase the awareness and support of key Kansas groups by disseminating the state plan and asking for the help of such groups in additional refining and implementation of the state plan	X			
5. To promote the inclusion of Career Education in all Kansas classrooms and curricula by involving the schools and their patrons in additional refining and implementation of the state plan	X			
6. To assist in Career Education implementation by developing and disseminating guidelines for Career Education planning and implementation		X		
7. To assist in Career Education implementation by working with all Kansas schools and localities in the development of comprehensive Career Education plans		X		
8. To assist in Career Education implementation by providing whatever financial aid as possible for the implementation of local Career Education plans	X			

I. Cont'd

"I FEEL THIS STATE-LEVEL GOAL ...

	Is Very Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion
9. To assist in Career Education implementation by developing and maintaining a centralized and comprehensive information and resource center (at KSDE) with easy access		X		
10. To assist in Career Education implementation by supporting a series of local Kansas Career Education demonstration programs	X			
11. To assist in Career Education implementation by helping local schools adapt/adopt Career Education instructional materials and approaches	X			
12. To assist in Career Education implementation by supporting the efforts at all Kansas teacher training institutions to include Career Education approaches in the educational preparation of all prospective teachers and administrators	X			
13. To assist in Career Education implementation by arranging for and supporting Career Education including activities to serve the handicapped	X			
14. To assist in Career Education implementation by coordinating the Career Education efforts among all local schools and between schools and other agencies			X	
15. To assist in Career Education implementation by identifying and making available to all schools a cadre of experienced and technically able resource people	X			

II. AREAS OF SPECIAL EDUCATION RELATED TO STATE GOALS:

- a) Based on your current knowledge and awareness of Career Education, please respond to the following by marking an (X) in the column which best indicates your opinion.

"I FEEL THE NEED FOR CAREER EDUCATION PROGRAMS FOR SECONDARY LEVEL (6-12) HANDICAPPED STUDENTS IN MY DISTRICT ...

	Is Very Important	Is Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion	Present Activities
1. Stimulating community awareness of Career Education for the handicapped	X					
2. Utilization of community resources for the handicapped	X					
3. Utilization of advisory boards for the handicapped			X			
4. Infusion of Career Education MATERIALS for the handicapped						
a) at the elementary level		X				
b) at the junior high school level or middle school		X				
c) at the senior high school level	X					
d) into programs for the handicapped	X					
e) into programs for the gifted	X					
f) into programs for potential dropouts	X					
5. Infusion of Career Education ACTIVITIES for the handicapped						
a) at the elementary level		X				
b) at the junior high school level or middle school		X				
c) at the senior high school level	X					
d) into programs for the handicapped	X					
e) into programs for the gifted	X					
f) into programs for potential dropouts	X					
6. Improved individual career counseling for the handicapped	X					

II. Cont'd

"I FEEL THE NEED FOR CAREER EDUCATION PROGRAMS
FOR SECONDARY LEVEL (6-12) HANDICAPPED STUDENTS
IN MY DISTRICT ...

	Is Very Important	Is Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion	Present Activities
7. Improved group career counseling for the handicapped		X				
8. Career information systems		X				
9. Career exploration programs		X				
10. Computer assisted career education instruction			X			
11. Simulated work experience	X					X
12. Planned vocational education programs	X					
13. Field trips		X				X
14. Improved "mainstreaming" techniques for Career Education programs for the handicapped	X					
15. Work observation or "shadowing"				X		X
16. Unpaid work experience (for school credit)	X					X
17. Paid work experience	X					X
18. Student placement services	X					X
19. Developing job survival skills						X
20. Developing job interviewing and finding skills						X
21. Career Education programs for adults		X				

- b) Please indicate which of the activities listed above are contained in your present program by placing an (X) in the column marked "PRESENT ACTIVITIES".

III. ADDITIONAL AREAS OF INTEREST

Please list additional areas where career education program development is needed in your services to handicapped students.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

IV. TYPES OF CAREER EDUCATION

Please list the types of career education training already presented in your district (i.e., 1 day workshop, 1-hour presentation by state department personnel, etc.).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

RECEIVED 11-10-83

CAREER EDUCATION
NEEDS ASSESSMENT QUESTIONNAIRE

The following questionnaire has been developed to solicit your opinions about:

- 1) The Career Education Goals and Objectives that have been proposed for The State Career Education Plan,
- 2) Items related to Career Education, and
- 3) Services and/or resources for implementing Career Education programs.

The items in this questionnaire have been selected specifically for your input as a program officer for a Pre-service Teacher Training Institution. The purpose of the questionnaire is to help determine the pre-service teacher training needs throughout the state relative to Career Education.

You need not identify yourself. However, if you wish to do so, please complete all the following items; if not, complete only those you can.

Thank you.

NAME LaVier L. Staven

COLLEGE OR UNIVERSITY Fort Hays State University

POSITION (Job Classification) Dean, School of Education

NUMBER OF PRE-SERVICE STUDENTS ENROLLED

(1) under 50	_____
(2) 51 - 200	_____
(3) 201 - 500	_____
(4) 501 - 1,000	<u>x</u> _____
(5) over 1,000	_____

DATE: February 3, 1978

I. STATE CAREER EDUCATION GOALS AND OBJECTIVES

Please indicate your opinion of the following state-level goals which are being recommended for incorporation into the State Plan. These goals relate to making provisions for various activities, including pre-service activities, at the local level as well as at the level of teacher training institutions.

Please respond to the following by marking an (X) in the column which best indicates your opinion.

"I FEEL THIS STATE-LEVEL GOAL ...

	Is Very Important	Is Unimportant But May Be Included	Should Not Be Included	Is Uncertain/No Opinion
1. To increase public awareness and support of Career Education through a series of informative articles and news releases available to all forms of public media	X			
2. To increase general awareness and knowledge of Career Education by making available a selection of effective explanatory materials for assisting in communicating the concepts and benefits of Career Education to individuals, groups, and the general public	X			
3. To increase general awareness and knowledge of Career Education by developing and promoting the use of statewide network of speakers' bureaus for talks centering on Career Education			X	
4. To increase the awareness and support of key Kansas groups by disseminating the state plan and asking for the help of such groups in additional refining and implementation of the state plan	X			
5. To promote the inclusion of Career Education in all Kansas classrooms and curricula by involving the schools and their patrons in additional refining and implementation of the state plan	X			
6. To assist in Career Education implementation by developing and disseminating guidelines for Career Education planning and implementation		X		
7. To assist in Career Education implementation by working with all Kansas schools and localities in the development of comprehensive Career Education plans	X			
8. To assist in Career Education implementation by providing whatever financial aid as possible for the implementation of local Career Education plans		X		

I. Cont'd

"I FEEL THIS STATE-LEVEL GOAL....

	Is Very Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion
9. To assist in Career Education implementation by developing and maintaining a centralized and comprehensive information and resource center (at KSDE) with easy access	X			
10. To assist in Career Education implementation by supporting a series of local Kansas Career Education demonstration programs		X		
11. To assist in Career Education implementation by helping local schools adapt/adopt Career Education instructional materials and approaches	X			
12. To assist in Career Education implementation by supporting the efforts at all Kansas Teacher training institutions to include Career Education approaches in the educational preparation of all prospective teachers and administrators	X			
13. To assist in Career Education implementation by arranging for and supporting Career Education pre-service training of present classroom teachers, Career Education co-ordinators, administrators, board members, and community support personnel	X			
14. To assist in Career Education implementation by coordinating the Career Education efforts among all local schools and between schools and other agencies			X	
15. To assist in Career Education implementation by identifying and making available to all schools a cadre of experienced and technically able resource people	X			

II. AREAS OF PRE-SERVICE RELATED TO STATE GOALS:

- a) Based on your current knowledge and awareness of Career Education, please respond to the following by marking an (X) in the column which best indicates your opinion.

"I FEEL THE NEED FOR PRE-SERVICE TRAINING FOR TEACHERS PREPARING AT MY COLLEGE IN....

	Is Very Important	Is Important	Is Unimportant But May Be Included	Should Not Be Included	Is Uncertain/No Opinion	Present Activities
1. Stimulating community awareness of Career Education		X				
2. Utilization of community resources		X				
3. Utilization of advisory boards		X				
4. Infusion of Career Education MATERIALS:						
a) at the elementary level		X				
b) at the junior high school level or middle school		X				
c) at the senior high school level		X				
d) into programs for the gifted		X				
e) into programs for potential dropouts		X				
5. Infusion of Career Education ACTIVITIES:						
a) at the elementary level		X				
b) at the junior high school level or middle school		X				
c) at the senior high school level		X				
d) into programs for the handicapped		X				
e) into programs for the gifted		X				
6. Improved individual career counseling				X		
7. Improved group career counseling				X		

II. Cont'd

"I FEEL THE NEED FOR PRE-SERVICE TRAINING
FOR TEACHERS PREPARING AT MY COLLEGE IN....

	Is very Important	Is Important	Is Unimportant, But May Be Included	Should Not Be Included	Is Uncertain/No Opinion	Present Activities
8. Career information systems	X					
9. Career exploration programs	X					
10. Computer assisted career education instruction	X					
11. Simulated work experience		X				
12. Planned vocational education programs					X	
13. Field trips	X					
14. Improved "mainstreaming" techniques for Career Education programs for the handicapped	X					
15. Work observation or "shadowing"	X					
16. Unpaid work experience (for school credit)	X					
17. Paid work experience	X					
18. Student placement services		X				
19. Developing job survival skills	X					
20. Developing job interviewing and finding skills	X					
21. Career Education programs for adults	X					

- b) Please indicate which of the activities listed above are contained in your present program by placing an (X) in the column marked "PRESENT ACTIVITIES".

III. ADDITIONAL AREAS OF INTEREST

Please list additional areas where career education pre-service training is needed in your college.

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

IV. TYPES OF CAREER EDUCATION

Please list the types of career education training already offered in your college (i.e., 1 day workshop, 1-hour presentation by state department personnel, etc.).

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____

APPENDIX J

CAREER EDUCATION SUGGESTED BASIC STUDENT OUTCOMES
FOR DIFFERENT LEVELS OF EDUCATION

Prepared for KSDE by Pat Garzello and Hazel Rockhold

K-3 (Primary)

Ability to:

- P1. Demonstrate behavioral patterns of trust.
- P2. Identify rights and responsibilities at home and in and out of school.
- P3. Examine self-worth as it relates to individuals and groups.
- P4. Demonstrate behavioral patterns which enhance achievement of individual goals.
- P5. Assess own capabilities and limitations.
- P6. Recognize how and why decisions are made.
- P7. Interpret and analyze (orally and/or in writing) the consequences of personal decision-making.
- P8. Identify the various components of the decision-making process.
- P9. Identify various educational roles operational in the school, home, and community.
- P10. Describe similarities and differences between home, school, and community roles.
- P11. Demonstrate the use of academic skills in achieving desired goals.
- P12. Know the jobs of home, school, and community personnel.
- P13. Describe how home and school jobs relate to community functions.
- P14. Describe how various jobs, paid and non-paid, sustain the community.

- P15. Communicate (orally and/or in writing) needs, wants, and desires.
- P16. Know the relationship between exchange of goods and services.
- P17. Describe how our money exchange system works.
- P18. Explain what the term "profit" means.
- P19. Describe how "profit" is determined and applied in the American economic system.
- P20. Describe how economic factors influence living conditions.
- P21. Describe the role business, labor and industry have in a free society.
- P22. Describe the relationship between economic growth and family goals.
- P23. Identify different tools for different careers.
- P24. Share and cooperate with others to complete assigned tasks.
- P25. Define roles, accept directions and take responsibility.
- P26. Operationalize styles of interaction which enhance individual and/or group goals.

4-6 (Elementary)

Ability to:

- E1. Evaluate self characteristics in terms of occupational clusters.
- E2. Describe how wages earned affect the home environment.
- E3. Analyze worker roles.
- E4. Identify feelings and attitudes about the relationship between occupations and personal growth and development.
- E5. Identify the rights and responsibilities of various workers.
- E6. Demonstrate a skill from each of the U.S.O.E.'s fifteen job clusters.

- E7. Demonstrate mastery of educational skills.
- E8. Identify the strengths of own aptitudes.
- E9. Assume responsibility for own action.
- E10. Demonstrate adjustment to work rules.
- E11. Recognize values and attributes needed for the world of work.
- E12. Identify the elements of decision-making.
- E13. Distinguish alternatives available to oneself as a consumer.
- E14. Recognize the need for goals in making decisions about life-style patterns.
- E15. Apply the decision-making process to personal, school, social, home and community problems.
- E16. Assess awareness of individual strengths and weaknesses.
- E17. Evaluate the relationship between the role of the individual, his/her environment and the roles of selected adults.
- E18. Evaluate the relationship between people and their ability to complete an assigned task.
- E19. Describe how the law of supply and demand affects the American economic system.
- E20. Identify those factors and conditions which create an interdependent society.
- E21. Identify sources of consumer information.
- E22. Identify environmental factors which influence our economy and the economy of other countries.
- E23. Describe what the term "financial planning" means.
- E24. Describe what the term "money management" means.
- E25. Identify consumer behaviors.
- E26. Group cluster jobs according to similarity of job performance.

- S6. Analyze and refine previous career decisions based on counseling, work experience and all available information.
- S7. Recognize and identify some of the individual and environmental factors which influence career development.
- S8. Explore occupational possibilities in light of self-knowledge.
- S9. Organize and budget time appropriately.
- S10. Demonstrate decision-making skills.
- S11. Conduct a self-evaluation.
- S12. Compare and contrast different value systems.
- S13. Apply basic educational, manipulative and cognitive skills in performing various simulated work activities.
- S14. Explore occupational clusters.
- S15. Describe how education and work are inter-related.
- S16. Describe the prerequisite skills required for entrance into various occupations.
- S17. Recognize the personal and social significance that work has in the lives of individuals.
- S18. Demonstrate involvement in leisure activities that develop mental and physical dexterity.
- S19. Describe the relationship between the use of leisure time and individual needs.
- S20. Explore personal values as they relate to leisure activity.
- S21. Relate hobbies, games and activities to self-knowledge.
- S22. Relate management in decision-making to wise use of leisure time.
- S23. Analyze and evaluate resources in relation to career aspirations.
- S24. Identify various components (factors) which influence life-style patterns (past, present and future).

- S25. Identify values and how they affect life-style patterns.
- S26. Adopt a set of values which govern exploration of careers.
- S27. Apply the principles of financial management.
- S28. Estimate the cost of entering certain career fields.
- S29. Relate the cost of career preparation to future expected income.
- S30. Demonstrate the use of various business "tools".
- S31. Describe the product quality process.
- S32. Describe the function and purpose of advertising.
- S33. Interpret the laws which protect consumers.

10-12 (Secondary)

Ability to:

- S34. Examine attitudes and values in making career commitments.
- S35. Analyze career and life-style patterns as they relate to personal goals.
- S36. Integrate career and life-style options into societal expectations.
- S37. Identify personal strengths in order to form occupational preferences.
- S38. Evaluate the influences of many factors (peers, school, family, etc.) on career development and preparation.
- S39. Assess own qualities and skills in relation to employment factors.
- S40. Recognize how desired life-style patterns affect choice of work.
- S41. Research how personal and social needs are met through work.
- S42. Practice decision-making skills.
- S43. Judge how one's priorities or goods and services affects one's values and goals.

- S44. Apply decision-making skills in considering alternative career goals.
- S45. Relate educational planning to career options.
- S46. Demonstrate work skills in selected occupational areas.
- S47. Operate in a meaningful and purposeful manner with work and work-related activities in broad occupational areas.
- S48. Measure how people use leisure time in different ways.
- S49. Identify what rewards one receives for leisure-time activities.
- S50. Define the difference between work and leisure.
- S51. Analyze how sex, race, creed and socio-economic background affect leisure-time choices.
- S52. Adapt to new and changing conditions.
- S53. Identify why hobbies and skills may change throughout one's lifetime.
- S54. Describe how leisure time can be used to fulfill personal needs that are not satisfied through work experiences.
- S55. Utilize appropriate resources for selecting potential career options.
- S56. Plan occupational decisions based on self-knowledge.
- S57. Evaluate decisions through testing in the environment.
- S58. Solve discrepancies between real and perceived self.
- S59. Appraise and re-appraise short- and long-range career goals.
- S60. Demonstrate skill in consumer behavior.
- S61. Select instructional courses to acquire entry level job skills.
- S62. Operationalize career options.
- S63. Recognize the relationship between a commitment to education and work and the availability and utilization of leisure time.

- S64. Plan and manage personal leisure time effectively.
- S65. Identify satisfying leisure-time alternatives that enhance individual talents.
- S66. Utilize career resources.
- S67. Reprocess career options and utilization of resources.
- S68. Demonstrate self-confidence to anticipate career choices.
- S69. Explore and analyze at least one career cluster indepth.
- S70. Select a tentative career.
- S71. Explore all resources in one or more careers.
- S72. Assess and implement a personal plan to acquire special skills to pursue certain career patterns.
- S73. Integrate educational experiences with applied experiences in selecting career options.
- S74. Apply legal and financial instruments that govern and protect the worker.
- S75. Project economic implications of career decisions to various life-style patterns.
- S76. Practice consumer behaviors.
- S77. Acquire alternative job skills.
- S78. Demonstrate through planned work experiences knowledge of employable work skills.
- S79. Integrate knowledge and experience into a planned career pattern.
- S80. Acquire skills related to specific jobs (paid and non-paid).
- S81. Meet certification, license and/or required standard for chosen career fields.

APPENDIX K

RESULTS OF NEEDS ASSESSMENT

Needs Assessment Results For 1976-77

A total of 306 of the 307 Superintendents of Unified School Districts in Kansas returned a questionnaire aimed at (1) estimating their progress at infusing Career Education into the curricula of their schools and (2) assessing their present and future needs for this activity. The following pages summarize the results. It should be kept in mind that this particular questionnaire left the definition and ultimate level of infusion up to each Superintendent and indications of progress were no doubt set against varying standards and expectations.

- ° When asked how they viewed the progress of infusing Career Education into their classrooms, almost one-half (48%) indicated their district had completed the implementation of Career Education at the 25 to 50 percent level. Only about 4 percent indicated no progress, 24 percent indicated 5 to 20 percent complete, 21 percent indicated 55 to 75 percent complete, 2 percent indicated 80 to 95 percent complete and one Superintendent indicated complete (100%) infusion.
- ° Approximately 54 percent of the superintendents indicated their district had a general education philosophy and/or written policies which include provisions for Career Education while 46 percent indicated no such philosophy or policies.
- ° Approximately 24 percent of the superintendents indicated that a Career Education needs assessment had been completed, while 76 percent indicated no needs assessment had been conducted.
- ° Approximately 8 percent of the superintendents indicated their district has a Career Education Advisory group, while 72 percent indicated no such group presently existed.
- ° Approximately 20 percent indicated their district had set goals and objectives for Career Education while 80 percent indicated no such effort yet.

The superintendents also indicated how many of their district personnel have received at least some form of in-service training in Career Education. Below are the approximate figures.

Elementary teachers	5,300
Jr. High/Middle School teachers	1,500
High School teachers	2,500
Guidance/Counseling staff	400
Paraprofessional/Aides	105
Others (generally administrators)	135
Total	9,940

These results indicate there has been a good amount of in-service training of educational personnel in Kansas, but no attempt was made to assess the nature, depth, adequacy, completeness, or quality of what has occurred.

- ° Superintendents indicated some type of Career Education Coordinator/Director had been identified in 50 percent of the districts and not identified in the other 50 percent. Of those coordinators who have been identified as such, 89 percent are working part-time at Career Education while 11 percent are full time. Below is a breakdown of the primary professional backgrounds of the coordinators/directors.

Elementary/Secondary teachers	22 percent
Career Education Specialist	12 percent
Curriculum Specialist	10 percent
Guidance/Counseling	31 percent
Outside Business/Industry	5 percent
Vocational Education	7 percent
Administrator	12 percent
Librarian/Lay person	1 percent

- ° Approximately 60 percent of the superintendents indicated they spent some local funds for Career Education in 1977 (from \$45 to \$1000). Total local funds spent in 1977 by Kansas USD's was estimated to be \$1,284,012. In 1977 twenty-two districts spent a total of \$341,816 in Federal funds on Career Education, twelve districts spent \$82,663 of state monies, and seven districts spent \$12,795 obtained elsewhere.

Local Budgeting	\$1,284,012
Federal Funds	341,816
State Funds	82,663
Other Funds	12,795
Total	\$1,721,286

- ° One hundred seventy-four superintendents (55%) anticipated they would spend approximately \$942,000 on Career Education in 1978. This is a figure well below (54%) the amount spent in 1977 (\$1,721,286) and can be attributed in part to the lack of federal and state funds available for the 1977-78 year.
- ° When asked what their districts had developed in the way of successful Career Education materials, activities, or innovative approaches which might be adopted for use in other Kansas school districts, the following items were indicated:

	No. of Districts	Percent of Total
Curriculum infusion materials	31	10
Career Counseling	67	22
Utilizing community resources	75	25
Use of advisory groups	30	10
Elementary level Career Education activities	58	19
Career exploration programs	63	21
Career information systems	57	19
Group career counseling	39	13
Career Education for handicapped	22	7
Career Education for gifted	8	3
Career Education for potential drop-outs	26	8

	<u>No. of Districts</u>	<u>Percent of Total</u>
Simulated work experience	48	16
Unpaid work experience (for credit)	40	13
Work observation for shadowing	30	10
Student placement services	33	11
Field trips	89	29
Computer assisted instruction	6	2
Developing job survival skills	22	7
Planning vocational programs	39	13
Seminar courses in Career Education	1	.3
Work/Study programs	1	.3

Among the more frequent components of Career Education to which Kansas districts have turned their attention are: field trips, use of community resources, career counseling and Career Education exploration programs.

- ° Superintendents suggested the names of 121 Kansas educators (from their own district) who could provide consultation and training to other school districts.

Needs

According to local superintendents (public USD's), the three most frequently mentioned needs from the state agency for implementing Career Education in their districts were : (1) financial assistance (74%), (2) In-service training for their instructional staff (68%), and (3) curriculum materials (62%).

In terms of additional funding from all sources, 167 superintendents (54%) indicated they would need approximately four and one-half million dollars for their school districts over the next five years. The other 46 percent were either unable or unwilling to estimate a needed amount. The larger school districts were, however, included in the 54 percent who were able or willing to estimate, and the total amount needed would certainly not exceed \$7,500,000. The average additional amount needed over the next five years is \$24,429 per district. Figured another way, this is about \$17 per student for Career Education (437,771 FTE).

Certainly the superintendents see Career Education implementation as requiring some additional funds (from \$700 to \$500,000) over the next five years. The bulk of this would have to come from their own local budgets, even if 80 percent of the anticipated federal funds from the Career Education Incentive Act were to flow to local districts.

In terms of additional in-service training of instructional staff for Career Education, 17 percent of the superintendents indicated all (100%) of their teachers would benefit. Approximately 7 percent indicated 80 to 95 percent, 28 percent indicated 55 to 75 percent, 40 percent indicated 25 to 50 percent, 7 percent indicated 5 to 20 percent and only 1 percent indicated none of their instructional staff would benefit from additional Career Education in-service training. Clearly, the numbers of instructional personnel who would benefit from additional career in-service training are large.

Needs Assessment Results for 1977-78

During the second stage of planning (1977-78) a follow-up survey was conducted. The primary objective of this survey was to verify the goals and objectives contained in the Proposed Plan developed during the first planning stage. Another objective was to identify specific Career Education needs, including needs of handicapped secondary students, in-service needs of teachers, needs of business and labor, needs of teacher training institutions, and needs of vocational education. A third objective was to identify current Career Education activities already in operation.

Representative samples in this survey included Special Education Coordinators in 35 school districts, Career Education Coordinators in 40 school districts, 15 business and labor agencies, Vocational Education Coordinators in 33 school districts and 17 teacher training institutions.

The first section of the survey asked respondents to indicate whether they viewed the sub-goals in the Proposed Plan as important or unimportant. Following is a composite of the results of this portion of the survey.

Sub-goals (Process Objective)	Percent Considering Sub-goal Important (Mean)	Rank
Instructional materials	83	1
In-service	80	2
Development of local plans	77	3
Financial aid	77	3
Pre-service	76	5
Community involvement	74	6
Use of media	73	7
Development of guidelines	72	8
Technical resources	71	9
Exemplary materials	66	10
State Plan refinement	61	11
Human resources	57	12
Demonstration projects	56	13
Resource sharing	54	14
Speakers bureau	49	15

All sub-goals with the exception of the one associated with the establishment of a speakers' bureau were considered important by a majority of the respondents. Eleven (73%) of the sub-goals were considered important by over two-thirds of the respondents while eight (53%) sub-goals were considered important by three-fourths or more of the respondents.

These findings indicate, for the most part, that the sub-groups included in the follow-up survey agree with the sub-goals included in the Proposed Plan and feel they are important and should be included in the State Plan. The possible exception is the need for a speakers bureau.

Variations in responses occurred within the sub-goals but were found not to be significantly different from the total group findings.

The rankings indicate the relative importance placed on the sub-goals by the respondents.

The findings of the previous year's survey and the current survey indicate that materials development, training, financial aid, and local plan development are considered most important in the successful implementation of Career Education in the State. The findings also reveal that school district personnel are more interested in receiving assistance in implementing Career Education than they are in being exposed to more awareness activities.

Responses to the second portion of the survey, concerned with the importance of activities designed to accomplish the sub-goals, are presented below.

Activity	Percent Indicating Important	Rank	Weighted* Ranking
Infusion of Career Education material at senior high level	92.6	1	1
Infusion of Career Education activities at senior high level	93.6	2	2
Infusion of Career Education material at Junior High level	90.2	3	3
Development of Job Finding Skills	88.8	4	4
Development of Job Survival Skills	88.2	5	6
Individual Career Counseling	88.2	5	11
Infusion of Career Education Activities at junior high level	87.2	7	8
Infusion of Career Education activities for handicapped	87.2	7	9
Development of Career Information Systems	87.0	9	15
Group Career Counseling	85.6	10	10
Career Exploration	85.0	11	13
Planned Vocational Education Programs	84.8	12	14
Infusion of Career Education materials for potential dropouts	84.4	13	5
Using Community Resources	81.6	14	7
Infusion of Career Education activities for gifted	81.2	15	12
Community Awareness activities	78.6	16	16
Infusion of Career Education materials for gifted students	74.6	17	16
Field Trips	73.6	18	21
"Mainstreaming" Handicapped	70.6	19	19
Student placement services	70.4	20	18
Infusion of Career Education activities at elementary level	68.2	21	20
Simulated Work Experience	67.8	22	23
Work "shadowing"	66.4	23	24
Infusion of Career Education materials at elementary level	65.4	24	22
Paid Work Experience	64.0	25	25
Unpaid Work Experience	61.2	26	26
Use of Advisory Boards	58.8	27	27
Career Education for Adults	52.2	28	28
Computer-assisted Career Education instruction	42.4	29	29

*Ranking takes into consideration weighting for "important" and "most important" responses.

A majority of the respondents indicated that all but computer-assisted Career Education were considered important. These findings reveal that activities involving assistance with infusing Career Education materials and activities at the school level are considered most important, particularly those for junior and senior high programs. Career job finding, survival skills and counseling activities are also considered most important.

The respondents indicated that the following activities were a part of their present programs.

	Percent of Respondents				
	1*	2	3	4	5
1. Stimulating community awareness of Career Education	18	11	7	17	9
2. Utilization of community resources	37	11	27	22	15
3. Utilization of advisory boards	21	11	13	22	15
4. Infusion of Career Education materials					
a) at the elementary level	37	26	27	17	8
b) at the junior high/middle school level	42	11	40	11	8
c) at the senior high level	42	11	40	17	8
d) into programs for gifted	2	-	27	6	-
e) into programs for potential dropouts	11	-	-	6	7
f) into programs for handicapped	-	-	7	-	1
5. Infusion of Career Education activities					
a) at the elementary level	37	26	27	11	8
b) at the junior high/middle school level	34	-	40	11	8
c) at the senior high level	39	11	40	17	8
d) into programs for handicapped	16	-	33	-	8
e) into programs for gifted	3	-	7	6	8
f) into programs for potential dropouts	-	-	13	-	-
6. Improved individual career counseling	42	21	27	22	8
7. Improved group career counseling	32	21	20	17	-
8. Career information systems	39	-	33	28	27
9. Career exploration programs	34	26	20	35	15
10. Computer-assisted Career Education instruction	3	-	-	6	8
11. Simulated Work Experience	21	5	20	22	8
12. Planned Vocational Education programs	36	5	20	28	-
13. Field Trips	47	21	40	6	8

	Percent of Respondents				
	1*	2	3	4	5
14. Improved "mainstreaming" techniques for Career Education programs for Handicapped	13	5	13	6	-
15. Work Observation or "shadowing"	29	21	20	33	11
16. Unpaid Work Experience (for credit)	32	11	20	33	15
17. Paid Work Experience	32	16	27	28	38
18. Student Placement Services	21	21	33	22	8
19. Developing Job Survival Skills	37	-	1	32	8
20. Developing Job Interviewing and Job Finding Skills	53	11	40	33	-
21. Career Education Programs for Adults	5	-	7	6	15

*1=Career Education Coordinators (N=40), 2=Pre-service or teacher training (N=17), 3=Special Education Coordinators (N=35), 4=Vocational Education Coordinators (N=33), 5=Business/Labor (N=15).

These findings reveal:

1. Most of the in-service training being provided (53%) is in the area of developing job interviewing and finding skills. The next most prevalent in-service activity is field trips (47%), followed by improving individual career counseling skills (42%), and infusion of Career Education materials at the junior high/middle school level (43%) and senior high level (42%). The least amount of activity, insofar as Career Education Coordinators are concerned, appears to be in the area of infusion of Career Education materials for handicapped children (0%) and infusion of Career Education activities into programs for potential drop-outs (0%). The next smallest effort is being made in the areas of infusing Career Education materials and activities into programs for gifted children (3%), computer assisted Career Education instruction (3%), and career education programs for adults.
2. Most of the teacher training activity in the area of Career Education appears to be in the areas of infusing instructional materials and activities into programs at the elementary level (37%) and infusion of Career Education activities into programs for senior high students (39%) and junior high/middle school students (34%).

No pre-service training appears to be offered relative to (a) infusion of Career Education materials into programs for gifted, potential dropouts, and handicapped students (b) infusion of Career Education activities into programs for junior high/middle school, handicapped,

gifted and potential dropout students. Pre-service training in the areas of computer-assisted instruction, career information systems, developing job survival skills and Career Education programs for adults also appears to be absent.

3. Career Education activities appear to be widespread and diverse for handicapped students. Most of the activities (40%) appear to be in the following areas: infusion of materials and activities into programs for junior high/middle school and senior high students; planned vocational education programs; and development of job interviewing and finding skills. No activities are indicated in the areas of: computer-assisted Career Education instruction and infusion of Career Education materials into programs for potential dropouts. Few activities (1%) are associated with the development of job survival skills.
4. Career Education activities also appear to be included in vocational education programs. The most prevalent activities appear to be: career exploration programs (35%), work observation or "shadowing" (33%); developing job interviewing and finding skills (33%); and developing job survival skills (32%). To a lesser degree, vocational educational programs are involved in the following: infusion of Career Education activities into programs for handicapped students (0%); ~~and~~ activities for potential dropouts (6%); infusion of Career Education materials and activities into programs for gifted (6%); infusion of Career Education materials into programs for potential dropouts (6%); computer-assisted Career Education instruction (6%); planned vocational education programs (6%); improved "mainstreaming" of Career Education programs for handicapped children (6%); and Career Education for adults (6%).
5. Labor and industry appear to be actively involved in Career Education activities, though to a somewhat lesser degree than the other sub-groups. The highest degree of involvement appears to be in the area of paid work experience (38%). The next most mentioned involvement was through career information systems (27%) followed by community resources utilization (15%) and advisory board utilization (15%).

When asked to indicate the type of in-service training being offered, most Career Education Coordinators indicated one-day workshops. However, workshops of longer duration were also mentioned.

In addition to those indicated above, specific in-service needs mentioned by respondents in answer to an open-ended question included the following:

1. Writing Career Education objectives into daily lesson plans at the elementary and secondary levels.
2. Use of resource speakers at the junior high level.
3. Use of simulation activities at the junior high level.
4. Ongoing in-service activity.

Teacher training institutions indicated the following types of pre-service activity offered by them:

1. Assignment of student teacher to cooperating teachers with Career Education exposure.
2. Undergraduate awareness training for elementary education majors.
3. Conference relating "Liberal Arts" to Career Education.
4. Elementary education students exposure to Career Education alternatives.
5. Graduate courses (three hours), Theory and Practice of Career Education.
6. Career options class.
7. Aptitude testing and Career Guidance.
8. Graduate seminars for credit.
9. Elective courses for elementary education majors.
10. Practicum in Career Education.
11. Learning packets.
12. Infusion of Career Education into various courses.
13. Speakers brought to classes to address topics of Career Education.

The only additional need expressed by teacher training institutions in response to an open-ended question was for Career Education awareness courses for secondary education majors.

Special Education Coordinators indicated that most of the Career Education training received by them was through one-or two-day workshops conducted in their districts or as part of a cooperative effort. Workshops of short duration were also mentioned as the type of Career Education training received by Vocational Education Coordinators. This latter sub-group indicated additional Career Education training was needed in the following areas:

1. Inter-disciplinary approach to Career Education; sequential, non-repetitious plan (K-12).
2. Theory of Career Education.
3. Expanded knowledge of educators of the world of work.

4. Practical application of Career Education.
5. Improved coordination of Career Education and vocational education.
6. Avoiding sex stereotyping
7. Retraining of counselors.
8. Modifications of occupational perceptions.

The Business and Labor sub-group indicated that they had participated in Career Education workshops, career days, career development programs for employees, and had made presentations as indications of additional Career Education involvement.

APPENDIX L

CAREER EDUCATION IN UNIFIED SCHOOL DISTRICTS IN KANSAS

1. Are students in your district exposed to Career Education in some form?

Yes ☐
No—None at all ☐

If "None at all" please stop at this point and return the questionnaire. Be sure your USD number is indicated.

2. Which of the activities, methods, or techniques listed best describe your district's approach to delivering career education?

Circle all which apply.

- Career education units or modules ☐
- Career education course(s) ☐
- Infusion within the total curriculum ☐
- Career information centers ☐
- General guidance and counseling ☐
- Group career counseling ☐
- Career guidance and counseling ☐
- Student placement services ☐
- Business/labor/industry/government/professional representatives utilized as guest speakers ☐
- Field trips ☐
- Comprehensive vocational/technical training ☐
- Credit toward graduation for work experience ☐
- Work observation activities ☐
- Job readiness skills integrated into vocational education ☐
- On-the-job training ☐
- Cooperative training/paid work experience ☐
- Unpaid work experience ☐
- Simulated work experiences ☐
- Computer assisted instruction ☐

3. During the past two years, have any of your district staff members received in-service training in the area of career education?

Yes ☐
No ☐

IF YES:

4. How many (best estimate) of those who participated were ...

- Elementary teachers _____
- Jr.High/Middle school teachers _____
- High school teachers _____
- Elementary Administrators _____
- Jr.High/Middle school administrators _____
- High school administrators _____
- Central Office administrators _____
- Guidance Counseling staff _____
- Paraprofessional staff (aides, etc.) _____
- Other _____

5. What was the primary purpose of the Career Education in service training?

Circle only one (most applicable) response.

- Career Ed awareness and planning ☐
- Career Ed program implementation ☐
- Career Ed teaching techniques ☐
- Career guidance & counseling strategies ☐
- Career Ed curriculum materials ☐
- Career Ed evaluation techniques ☐
- Community resources for career ed ☐

6. Have business/labor/industry personnel been directly involved in providing staff training within your district?
7. Is there a designated individual in your district who is charged with coordinating or directing your district's career education activities?

Yes ☐
No ☐

Yes ☐
No ☐

If YES:

8. Is that individual dedicated full time or part time to career education responsibilities?

Full time ☐
Part time ☐

9. Which of the characteristics listed at right describe that individual's professional background?

The person's background is elementary or secondary education ☐
The person's background and/or training includes work in career education ☐
The person's background is general curriculum development ☐
The person's background is guidance and counseling ☐
The person's background is business/labor/industry ☐
The person's background is vocational education ☐
The person's background is general administration or supervision ☐

10. Please indicate the number and types of paid staff personnel who work in career education in your district during the current (1976-77) school year.

None ☐ (Number)
Classroom teachers ☐ _____
Central Office Professional staff ☐ _____
Guidance or Counseling staff ☐ _____
Vocational Education staff ☐ _____
Other ☐ _____

11. Excluding funds for vocational education, do you have funds specifically allocated for career education during the current school year?

Yes ☐
No ☐

If YES:

12. Please identify the sources and amounts of these specifically allocated career education funds.

Local school budget ☐ _____
Federal career ed funds ☐ _____
State career ed funds ☐ _____
Other career ed funds ☐ _____

13. Has your district conducted a formal assessment of needs relating to career education in your district?

Yes ☐
No ☐

If YES:

14. Please indicate which were considered or included in your career education needs assessment.

Citizen/parent/community opinion ☐
Business/labor/industry opinion ☐
Student opinion ☐
Family life needs of students ☐
Leisure time needs of students ☐
Occupational/work needs of students ☐
Citizenship needs of students ☐
Follow up of high school graduates ☐
Unemployment trends in your locale ☐
A review of the literature regarding career education ☐
Other (please specify) ☐ _____

15. Does the general educational philosophy of your district include provision for career education? Yes ☐
No ☐
16. Has your board of education adopted a formal, written policy regarding career education in your district? Yes ☐
No ☐
17. Does your district have a formal written plan for delivering career education to students in your district? Yes ☐
No ☐
18. Does your district have a formally constituted advisory committee for career education? Yes ☐
No ☐

If YES:

19. Please indicate which types of people serve on the committee.
- | | |
|--|--------------------------|
| Parents | ☐ |
| Students | ☐ |
| Teachers | ☐ |
| Counselors | ☐ |
| Administrators | ☐ |
| Building Based Administrators | ☐ |
| Business/labor/industry representatives | ☐ |
| Local Government representatives | ☐ |
| Community service organization representatives | ☐ |

20. Has your district conducted a formal evaluation of your career education activities for the previous school year?
- | | |
|---------------------------------------|--------------------------|
| Yes—and prepared an evaluation report | ☐ |
| Yes—no evaluation report prepared | ☐ |
| No | ☐ |

21. We are interested in finding out if your district has developed successful career education materials, activities or innovative approaches which might be adopted for use in other Kansas school districts. If such materials, activities, or approaches have been developed in your district, please indicate the general category into which it fits and provide a brief description in the space provided.

- | | |
|---|--------------------------|
| Career education units or modules | ☐ |
| Career education course(s) | ☐ |
| Infusion within the total curriculum | ☐ |
| Career information centers | ☐ |
| General guidance and counseling | ☐ |
| Group career counseling | ☐ |
| Career guidance and counseling | ☐ |
| Student placement services | ☐ |
| Business/labor/industry/government/
professional representatives utilized
as guest speakers | ☐ |
| Field trips | ☐ |
| Comprehensive vocational/technical training | ☐ |
| Credit toward graduation for work experience | ☐ |
| Work observation activities | ☐ |
| Job readiness skills integrated into
vocational education | ☐ |
| On-the-job training | ☐ |
| Cooperative training/paid work experience | ☐ |
| Unpaid work experience | ☐ |
| Simulated work experiences | ☐ |
| Computer assisted instruction | ☐ |
| Other _____ | ☐ |

22. If there are career education practitioners in your district who could provide any of the following kinds of services, please identify such persons beside the services listed.

(Individual's name)

Serve as career education consultant or resource
person to teacher training institutions

Serve as career education consultant or resource
person to other districts

Conduct career education demonstrations,
seminars, or training sessions

U.S.D. No.

USD No. will be used only for follow-up if forms are not returned. All analyses will be statewide groupings that omit USD Nos.

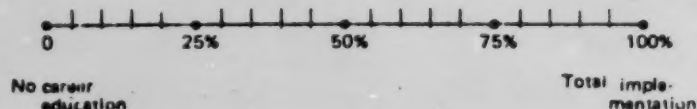
April 1977

This effort is not an evaluation but rather an assessment of where we are now in Career Education implementation. It is also an assessment of what type of assistance from State and Federal levels is most needed and/or desired.

CAREER EDUCATION PRESENT STATUS AND POSSIBLE NEEDS IN KANSAS USD's

1. Where would you place your district in terms of overall infusion of career education into your classroom?

Circle hash mark indicating nearest 5%.



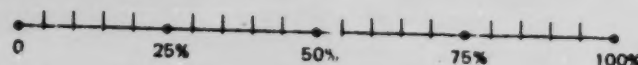
2. Does the general education philosophy or the written policies of your district include a provision for career education?

Yes ☐
No ☐

3. How many (best estimate) of your instructional personnel have received inservice training in the area of career education?

	Estimate Actual Number	Estimate Percent
Elementary teachers	_____	_____
Jr.High/Middle school teachers	_____	_____
High school teachers	_____	_____
Guidance and counseling staff	_____	_____
Paraprofessional staff (aides, etc.)	_____	_____
Other _____	_____	_____
Total	_____	_____

4. What percent of your instructional personnel do you feel would benefit from (additional) specific inservice training (workshops) on career education?



5. Is there a designated individual in your district (or cooperative) who is charged with coordinating or directing your district's career education activities?

Yes ☐
No ☐

If YES:

- 5a. Is that individual assigned full time or part time to career education responsibilities?

Full time ☐
Part time ☐

- 5b. Which of the characteristics listed at right describes that individual's professional background?

Select only ONE best description.

- Background in elementary or secondary education ☐
Background and/or training includes work in career education ☐
Background is general curriculum development ☐
Background is guidance and counseling ☐
Background is business/labor/industry/government/professional ☐
Background is vocational education ☐
Background is general administration or supervision ☐
Other _____ ☐

6. Has your district conducted an assessment of needs relating to career education in your district? Yes ☐
No ☐

7. Does your district now have a specific set of goals and objectives for infusing career education into the curriculum? Yes ☐
No ☐

8. Does your district have a formally appointed advisory committee for career education? Yes ☐
No ☐

9. Excluding funds through vocational education, please list the sources and approximate amounts of funds your district has allocated for career education during the current school year.

Local school budget	\$	_____
Federal career education funds	\$	_____
State career education funds	\$	_____
Other career education funds	\$	_____

10. How much do you estimate your school district will spend specifically for implementing career education next year? \$ _____

11. How much additional funding do you estimate would be needed in the next five years to completely implement career education to the desired level in your school district? \$ _____

(Individuals' names)

12. If there are career education practitioners in your district who could provide any of the following kinds of services, please identify such persons beside the services listed.	Serve as career education consultant or resource person to teacher training institutions	1. _____
		2. _____
	Serve as career education consultant person to other districts	1. _____
	2. _____	
	Conduct career education demonstrations, seminars, or training sessions	1. _____
		2. _____

13. If your district has developed successful career education materials, activities or innovative approaches which might be adopted for use in other Kansas school districts, please check the general categories into which they fit in Col. 13.

14. What in this list of career education related activities and materials do you feel your district would use if they were available to you in the next few years?

Curriculum infusion materials at all levels	☐	☐
Career counseling	☐	☐
Utilizing community resources	☐	☐
Use of advisory groups	☐	☐
Elementary level career ed activities	☐	☐
Career exploration programs	☐	☐
Career information systems	☐	☐
Group career counseling	☐	☐
Career ed for handicapped	☐	☐
Career ed for gifted	☐	☐
Career ed for potential drop-outs	☐	☐
Simulated work experience	☐	☐
Unpaid work experience (for credit)	☐	☐
Work observation or shadowing	☐	☐
Student placement services	☐	☐
Field trips	☐	☐
Computer assisted instruction	☐	☐
Developing job survival skills	☐	☐
Planning vocational programs	☐	☐
Other _____	☐	☐

13.
Developed
in district

14.
Would use
in district

15. Which of the following career education services or types of assistance from the Kansas State Department of Education would your district most likely be able to use?

- Research information ☐
- Financial assistance ☐
- Explanatory material (teachers, community) ☐
- Program design and planning specialists ☐
- Inservice training—instructional staff ☐
- Inservice training—coordinator ☐
- Models and examples for possible use in implementing career education ☐
- Change facilitators (e.g., LINK program) ☐
- Curriculum materials ☐
- Models for career education needs assessments ☐
- Models for career education evaluation ☐
- Models for resource centers ☐
- Other _____ ☐

16. Comments _____

APPENDIX M

CAREER EDUCATION

NEWS

A PUBLICATION OF THE KANSAS STATE DEPARTMENT OF EDUCATION, CAREER EDUCATION, 120 E. 10th, TOPEKA, KANSAS 66612

Volume 5, Number 4

September, 1978

State Plan

On August 8, the State Board of Education accepted the state plan and accompanying handbook for career education and set September 12 as the date for the public hearing for the plan.

The plan is the product of a lot of work and effort by a number of people throughout the state. The plan defines career education, outlines the goals and objectives and identifies the activities to be carried out by the Kansas State Department of Education in implementing career education in the state. A handbook for use by local schools in planning career education is included.

The passage of the Career Education Incentive Act of 1977 (PC, 95-207), with its subsequent funding, has added importance to the development of a plan for implementing career education in the state. One of the requirements of the Act is that a state have an approved plan by July 1, 1979, to qualify for the last four years of funding provided by this legislation. When the federal regulations for developing a state plan are received, we will begin updating and reviewing the present plan for approval by the USOE.

Copies of the state plan and its accompanying handbook have been sent to all school administrators. Additional copies are available for those who request them.

The Act provides federal funds to the states for implementing career education. Funds are identified to be used to implement career education in elementary and secondary schools, with additional funds to support career education at the postsecondary level. The funds for elementary/secondary schools are to be administered through the state education agency. Postsecondary career education funds will be authorized by the U.S. Commissioner of Education through grants or contracts with postsecondary institutions.

The Act authorizes up to 10% of the funds to be used for state administration and an additional 10% the first year to carry out statewide leadership activities for career education. The state plan outlines alternate objectives and activities for utilization of these funds. The remaining funds are to be used to support career education programs as planned and proposed by local schools. It is required that 15% of the funds go to support career counseling.

Guidelines are being developed for awarding the anticipated first year's funds to local schools through competitive proposals. A series of statewide meetings concerning the utilization of these funds will be held when regulations and more specific details are available.

Advisory Group for Career Education

In connection with the development of the state plan, a number of persons were asked to serve on different advisory groups. Without their help, the plan could not have been completed.

The Input Council, consisting of 22 members, served as the main advisory group. The Practitioner's Council, consisting of 10 local career education coordinators, helped develop the basic concepts and structure activities to be included in the plan. The Kansas State Department of Education Steering Committee and the Teacher Education group also assisted in plan development.

Now that the plan has been developed, it is proposed that an advisory group be selected to continue in an advisory capacity to the Commissioner and the Kansas State Board of Education in matters relating to implementing career education in the state. Such a group would advise the State Board in such matters as reviewing and updating the present state plan; developing criteria and priorities for funding; providing awareness to career education; assisting in interagency coordination; and providing other activities pertinent to the establishment of career education in schools.

The council would be composed of 24 persons, twelve of which would be non-educators. Council members would come from different geographic areas of the state and would represent different career and educational backgrounds. The group would meet four times each year, if necessary, and the Kansas State Department of Education Director of Career Education would act as the executive secretary. The guidelines for organizing such a group have been developed and are being presented to the Commissioner for approval.

National Advisory Council Meeting

The National Advisory Council for Career Education (NACCE) has invited state directors of career education along with two members of each state advisory council to attend a conference sponsored by NACCE in Washington, D.C. on September 25 and 26.

The purpose of the conference is to provide an opportunity for state leaders in career education to have input to the National Council on critical challenges that face practitioners in implementing career education within the states. The National Council is responsible for advising the USOE Commissioner and staff in matters relating to managing and implementing career education. Those attending the meeting from Kansas will be Wilbur Rawson, Kansas State Department of Education, council chairman John Barnett of Pittsburg State University, and council member Paul Fleener of Kansas Farm Bureau. The meeting will provide an opportunity for Kansas to have some input into the development of plans for the future direction of career education; to formulate recommendations for coordinating the efforts of business, labor, industry, and other professional organizations in career education; and to interpret the Career Education Incentive Act and how it will be implemented. A public hearing will be conducted by the National Council on September 25 to accept input on issues affecting implementation of PC, 95-207.

Kansan Attends National Career Education Mini-Conference

Roger Hamilton, a member of the Garden City Community College staff, attended a career education mini-conference in Washington, D.C. on May 3-4. Fifteen persons throughout the United States were invited to attend. Roger was selected because of the work he has been doing at the community college level with careers in agriculture and in helping vocational teachers get involved in developing career education. The group discussed how career education could be infused into vocational education and how vocational teachers could help other teachers with career education.

The importance of agriculture and its many related careers in any career program was stressed. The result of the conference was the development of recommendations to the Office of Career Education.

As a part of the mini-conference, Roger spent two days in June in Salt Lake City, Utah, observing a career education program involving the cooperative efforts of many organizations. The program, called "BICEP", is operated by four unified school districts. This "Business, Industry, Community, Education Partnership" was organized to provide services to the schools so students could get better information for career choices. Ten organizations are involved in the program, including the Chamber of Commerce, Junior Achievement, FFA, 4-H, civic clubs, labor unions, scouting, BPW, CETA and other similar groups.

With the knowledge Roger received from this conference, he should be able to help broaden our vision of how career education can be made an integral part of the total community.

Kansas Career Information System (KCIS)

The new edition of Career Information for students will be completed and ready for delivery by November 15, 1978. The new system describes 615 occupations as compared to 475 in last year's system. Each occupation carries a description of the job, what personal traits are needed in the job, earnings and benefits, employment opportunities, preparation and training programs, other sources of information about the occupations and related occupations. Information is carried on microfiche, but is also made available in regular hard copy form. The new hard copy will be in alphabetical order according to occupation. This will make it much easier for students to locate information about selected occupations. The information is current and valid for Kansas and should be made an integral part of a school's guidance and career information services.

The elementary career awareness materials will be distributed to 25 selected schools for evaluation within the next two weeks. Although we are not pleased with the mechanics of this set of materials, we are anxious to learn about the value of this concept in helping fourth and fifth grade students learn more about a wide variety of careers.

These Kansas Career Information materials are being made available on a cost recovery basis through the Pittsburg State University's Vocational and Career Education Curriculum Center.

For more information, contact the Kansas State Department of Education Career Education Office or the Vocational Curriculum Center at Pittsburg.

What's New in Career Education Around the State?

The Ottawa schools, under the auspices of a Title IV-C grant, have developed an excellent set of career education activities guides for classroom teacher use. These materials were developed to correspond with the Kansas Model for Career Education produced in 1973. The components of work, self, leisure, and resources have been translated through classroom activities to become a part of the curriculum content at different grade levels. Each guide has been developed and tested by a team of teachers. The material is well organized, follows a standard format, and is easy to use, either totally or in part, by classroom teachers.

Individual guides are available for grades K through 6; one outlines bulletin board ideas for career education, and one is for junior high and one for senior high students.

We have a limited supply of these booklets for distribution. If you wish any one or a complete set, please contact the Career Education Office, Kansas State Department of Education.

The Career Education project at Ottawa also produced a set of guides to be used with EMH and TMH Special Education students. These guides contain units of instruction on:

1. Time and money management
2. Vocational awareness
3. Self-awareness
4. Consumer education
5. Seeking employment
6. Leisure activities

The activities outlined in these guides relate to career skills and competencies in survival skills, leisure, time, money and vocational exploration. If you would like copies, please contact the Career Education Office, Kansas State Department of Education.

The Whole Person Book

"On eliminating stereotypic career tracking for males and females"

This loose-leaf 260-page book consists of a series of tests, activities and lesson plans designed for use by counselors and teachers in rural schools.

This material was developed by the Nebraska Commission on the Status of Women as the "counselors expanding career options" project and field tested in Nebraska schools as well as four Kansas schools. The material is arranged in three parts. Part I has to do with self-exploration and has material to stimulate students to investigate their personal qualities that influence career choice. The second part promotes the development of decision-making skills. The third section deals with life planning and matching personal qualities with occupational skills, interests, and life styles associated with career choices.

The book has many classroom activities that can be carried out as a part of any class, or the materials may be used as a teaching unit in a special type of group counseling process.

About 100 copies of this book are available to those schools interested in using the materials. It is hoped that some "informal" inservice training can be provided for those schools who want to use these materials.

A new and emerging program to help teachers, parents, and students better understand energy problems and identify ways to help solve them is being developed by the Wichita schools. This project, funded under Title IV-C ESEA, is developing ways classroom teachers can infuse such information and activities into regular classroom instruction. For more information, contact Earl Griffith, Energy Adventure Center, 2500 Hiram, Wichita, Kansas 67214.

"Energy Crisis" is the title of a course outline developed by Ann Clark of Emporia. The material was designed for students at the 10 to 12 grade levels. Career education activities are included in the outline. For more information, turn to page 532 of the Curriculum Plans for Secondary Career Education Infusion.

The American Legion and Career Education

Commander Robert C. Smith of the American Legion has made a strong pitch for career education in his message to Legion members in the August issue of the Legion magazine. In the article, Commander Smith outlines the benefits of career education and concludes that career education can be the Legion's way of touching upon the lives of all American youths. It is an inspiring message. You will find it on page 30 of the August, American Legion Magazine.

Information on assistance to continue education beyond high school is available through the American Legion. Their 28th edition of "Need A Lift?" will be available for distribution by October 15 of this year. The publication contains information on over \$4 billion in scholarships, fellowships, loans and part-time jobs to help finance a student's education. The cost is 50¢ per copy (less than five copies should be prepaid). Order from The American Legion, P.O. Box 1055, Indianapolis, Indiana, 46206.

"Trade-Oils" is a series of fifteen 20-minute programs for 4th to 8th graders in economic education. This series of films will be available for classroom use the second semester of this school year. For further information, contact Mr. Clayton Stultz, Economic Specialist, Kansas State Department of Education, (913-296-4935).

Project CEAE Materials

A few sets of Career Education Curriculum Materials for K-6 students are available from the Southeast Kansas Regional Education Center, Route 4, Girard. These materials will not be reproduced as such for future use. The materials are contained in three boxes, one for K-2, one for 3-4, and one for 5-6. The cost of mailing is \$6 per set. If you would like a set or a number of sets please contact David DeMoss, Southeast Kansas Regional Education Service Center, Route 4, Girard, Kansas, 66743.

Employability Skills Program is the title of a series of 18 tapes and film strips developed by the University of Wisconsin-Madison. The program is designed for counselors to use in assisting students with placement. The programs can be used in the classroom but are intended to be used by individual students. The series of audio-visual materials contains information on job planning, job acquisition, job success, and job education. A sample of these materials may be obtained for use on a trial basis. The complete set of secondary materials (18 modules) sells for \$360. The postsecondary set of 15 modules sells for \$300. For more details, please contact Roger Lambert, Wisconsin Vocational Studies Center, 321 Education Building, Madison, Wisconsin, 53706.

The new "Postsecondary Educational Opportunities in Kansas" handbook is available from the Kansas State Department of Education. This is the sixth edition of this book. It contains student information on all the postsecondary education institutions in the state, including four-year and two-year colleges, vocational and technical schools, private colleges, and business and trade schools. Copies are being sent to administrators and counselors. If you want a copy for use in your career education program, please write to Willard Foster, Education Assistance, Kansas State Department of Education, 120 East 10th, Topeka, Kansas, 66612.

Effective Career Education Practices and Materials

The United States Office of Education and the Office of Career Education have published a book entitled Dimensions, which contains selected career education ideas from 34 states.

The book is divided into sections that relate to classroom approaches, counseling, community resources, sex role stereotyping, rural settings, and special populations and administration. Most of the career education activities in the book were locally produced by schools involved in projects funded by the United States Office of Education; others of the materials are commercial.

The book should serve a valuable purpose for those involved in directing, planning, and implementing career education at the local level.

These books are printed by the Government Printing Office and are available through the Superintendent of Documents. A few copies are available through the Kansas State Department of Education, Career Education Office.

Using Resource Persons in the Classroom

"Cooperative Design for Career Education" is an interesting and valuable program developed by the Mountain Bell Telephone Company and used in Montana. The program evolved from a need to react to the increasing requests from schools to have resource people make career presentations to students.

Both the teacher and the resource person need to understand the purpose and intent of the presentation in order that the "outsider" contributes most to the education of the students.

This program was designed to help resource people and teachers plan and prepare for presentations made by resource people.

The inservice is designed to work with four teachers from the same level, and four Bell employees, representing four different job categories: technical; customer service; managerial; and clerical/administrative. The program outlines the intended outcomes and expectations for both the resource people and the interests they represent as well as for the school and its students. A core group of local school personnel are trained to understand the nature of the career education process and how to infuse career education principles into the instructional program, and also to develop techniques for effectively utilizing community resource people in the process. The program results in the collecting, creating, and developing of instructional units that incorporate career education into the regular teaching program.

If you are interested in getting more information, please contact your local Southwestern Bell Telephone Office, or write to Ken Campbell, Public Relations Manager, Mountain Bell, 930 15th Street, 9th Floor, Denver, Colorado, 80202.

Air and Space

An interesting monthly publication by the National Air and Space Museum of the Smithsonian Institute, is available upon request by schools. This 10-page mini-magazine is an information-packed document that would be valuable as a resource to a career education program at the junior or senior high level.

To register for complimentary copies of "Air and Space for Educators" (September to June), send your name, address, position, subject taught, level of students taught, and the school you are associated with, to National Air and Space Museum, Room 3569, The Smithsonian Institution, Washington, D.C., 20560.

New Films

The Agency for Instructional Television announced the development of a series of films designed to help strengthen the reasoning and study skills of 5th and 6th graders and to improve their math and communications skills. The sixty, 15-minute films will be available to schools in the fall of 1979.

NOTE

The vast amount of teaching material for career education presently being produced in both the commercial and the school sector is beyond anyone's ability to keep up with. We will try to report on some of them, but will make no attempt to evaluate them. If you want information about specific kinds of materials for infusing career education or developing activities relating to career education, get in touch with Career Education, Kansas State Department of Education. We will try to help you.

Events Coming Up

Conference on Aviation

Wichita State University will host the second Governor's Conference on Aviation Education. The conference will highlight "Careers in Aviation," and will be held on September 15 and 16 at Wichita State University. Presentations will be made by Governor Bennett, members of the Federal Aviation Authority and the Department of Transportation. There will be group presentations on careers in aviation, as well as tours and exhibits.

The part Kansas plays in the production and use of private and commercial planes adds importance to learning more about careers relating to aviation. For more information, call Dr. Ken Nichel at 689-3308, Wichita.

Showcase America

On the evening of October 27 and on Saturday, October 28, the Kansas State Department of Education, K-NEA, and the USA will sponsor a conference at Kansas State University to bring to Kansas, representatives of 25 successful and outstanding innovative educational projects from throughout the United States. The projects making presentations were selected because they represent ways the representative schools are attempting to improve the quality of education. Presentations of about 1-hour each will be made by persons directing the selected programs, and materials will be available to show how these programs can be implemented and operated in other schools. Programs to be presented include those on reading, basic skills, gifted, career education, drop-out prevention, vocational, and many others. For more information, contact the Education Improvement and Development Section of the Kansas State Department of Education.

This and That

What have we learned about implementing career education in local schools? After seven years of working with a number of schools in installing career education or parts of career education, it is possible to draw any conclusions as to what has worked and what hasn't worked. Career education, as a concept, is easy to sell to almost anyone concerned with education, but it is difficult to produce. We are in a better position today to deliver career education than we were a few years ago. We know it is not a one-semester class in careers or just a lot of field trips or letting students out of school to go to work. We have learned that communities and schools must have a commitment and must want to develop career education. Preceding this commitment comes an understanding by school personnel and community leaders as to what career education is, how it works, and what it is expected to do for students.

Generally, large amounts of outside funds have not produced career education when schools did not want it. Each school and community must determine the kind and intensity of career education they want. No one teacher or person can produce career education in a school, but it seldom happens unless someone is responsible for making it happen. No matter how it is done, it means work for everyone involved in its implementation. Schools need the help of the community to have career education, but, they can not turn education over to the community. Field trips to places outside the classroom or having resource speakers talk to students are only a part of career education, not the whole program. When we first started talking about career education, we emphasized skill training for employment. Now, we think self-awareness and life roles may be just as important. To keep career education going requires inservice programs and career-experience types of activities for teachers, counselors, administrators, parents, and community persons. Career education usually does not require new facilities, new equipment, or new staff. It does not cost large amounts of money, but, it does cost something. It takes time to accomplish. Five years might be considered an optimum time to implement a career education plan for a local school. Career education does not cure all of education's ills and should not be held accountable for things it is not supposed to do. Its real value to students or to the community may not be realized for a number of years.

The Mad River, Ohio High School Curriculum Department surveyed 300 employers in their area to find out what qualities they looked for when they hired new employees. Almost universally, they wanted their new employees to have these two things: ability to follow directions, and a good foundation in the three R's. Also, receiving high ratings were traits such as punctuality, accuracy, cooperative attitude, and being able to work independently. Teachers need students with similar characteristics.

In times of frustration, we look to the schools and blame them when they offer no solutions. With inflation, unemployment, and taxpayer revolts, the schools may be in for a period of over-censure.

Note Points of interest and views expressed in this newsletter do not necessarily represent official position or policy of the KSDE.

Wilbur Rawson, Career Education Coordinator, KSDE

APPENDIX N

3

GUIDE

TO CAREER EDUCATION RESOURCES
at the
Local, State and National Levels

Supplement to: State Plan for Career
Education in Kansas
and,
Handbook For Developing,
Implementing, and
Evaluating Career
Education Programs in
Kansas Schools

Developed by:

Kenneth A. Martinez, Ed.D.

HOW TO USE GUIDE

Following is a quick reference to the sections of this guide which list resources you can call upon for career education development, implementation, and evaluation advice relative to the activities listed.

Activities	Local Resources	State Resources	National Resources	Human Resources
Needs Assessment	✓	✓		✓
Awareness	✓	✓		✓
Local Advisory Groups	✓			✓
Instructional Materials	✓		✓	✓
Instructional Methods	✓	✓		✓
Infusion	✓		✓	✓
Local Project Funding		✓	✓	
Evaluation	✓	✓		✓
Development of Goals	✓	✓		✓
Development of Program Objectives	✓	✓		✓
Implementation	✓	✓		✓
Research			✓	✓

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INTRODUCTION

This document is for use by local projects and State Department officials in locating resources which might be used to assist in career education development, implementation and evaluation activities in the State of Kansas.

The first section contains a list of school districts, educational cooperatives and area vocational technical schools in the state already engaged in career education activities, who provided information for this document. Listed with each agency are career education related materials or documents that have been produced locally. If you are interested in previewing these materials or documents, contact the person who is listed. This list should not be considered as inclusive as there are other local agencies involved in career education activities. It does, however, contain those agencies that have been actively involved in career education activities statewide.

The second section describes those elements in the Kansas Department of Education with resources specifically directed toward career education.

The third section lists the agencies presently functioning as repositories for most career education materials in the nation.

The final section contains a list of persons throughout the State of Kansas who are knowledgeable about career education and are available to assist local school districts.

As career education expands in Kansas and in the nation, this resource guide will need to be updated.

I

LOCAL AGENCY RESOURCES

1. Unified School District #379, Clay Center, Kansas

a. Newsletter "Career Education Cries"

Monthly distribution, Cost is \$1.50

Target group: K-8 teachers

Contents: Teaching tips, Information on career education materials

Contact Person: Bruce Poage
Career Education Facilitation
USD #379
731 Crawford
Clay Center, Kansas 67432
(913/632-3232)

2. Southwest Kansas Area Vocational Technical School

a. Form for use in evaluating Resource Speakers or Tour Guides
(for use by teachers).

b. Instructional materials list

The list includes the recommended grade level for the material and a brief description of local holdings. The material listing is updated as new materials are received.

Materials can be obtained from these holdings by school districts served by this agency.

Holdings include print and non-print materials.

c. Suggestions for community tours

Tours available in the area served by the agency are listed. Length of the tour, how many persons can participate, dress regulations, number of sponsors required and phone number of person to contact regarding the tour are provided.

d. Resource people in the Dodge City area who are available as speakers are listed. The names are arranged by career areas (i.e., Accounting, Advertising, Representative, etc.).

Contact Person: Gene Willich, Supervisor
Career Education Supervisor
Southwest Kansas Area Vocational
Technical School
P.O. Box 1576
Dodge City, Kansas 67801
(316/225-9385)

3. Liberal Area Vocational Technical School

a. Newsletter "The Swap Shop"

Distributed Periodically

Contents: Career related field trips; Resource speakers, Fabulous Freebees (notification of instructional materials teachers can obtain free of charge); Bright Ideas (ideas for career education instruction); New Career Education Materials obtained by agency.

b. Sample Pupil Evaluation Form for determining how students liked the field trip or tour.

c. Field Trip and Resource Speaker manual.

Contents: -Name of Place or Person
-Address
-Phone numbers
-Age group or grade level
-Group size accommodation
-Days and hours most suitable
-Length of tour
-Safety precautions
-Preparation prior to tour
-Materials available
-Resource Personnel:
person available prior
to tour or as follow-up
-Purpose of tour or presentation
-Evaluation suggestions and other
comments

d. Intermediate Career Education Materials.

Contains listing of Career Education Materials that are available for use in grades 6-9. Teachers in the Liberal, Ashland, and Southwestern Heights school districts can check these materials out.

e. Primary Career Education Materials.

Contains listing of print and non-print career education materials for use with primary aged children. Materials are available for checkout by teachers in the districts mentioned above.

Contact Person: Betty Martin, Coordinator
Career Education
Liberal Area Vocational Technical
School
P.O. Box 1599
Liberal, Kansas 67901
(913/624-2551)

4. Unified School District #489, Hays, Kansas

- a. Brochure describing the district's Career Education program.
- b. Sample form: Request For Field Trip.
- c. Sample form: Field Trip Confirmation.
- d. Sample form: Request for Resource Person (Guest Speaker).
- e. Sample form: Resource Confirmation
- f. Sample form: Thank you note for use as follow-up to tour or use of resource person.
- g. A Guide To Community Human Resources.

This guide describes how to make the best use of speakers. Included are discussions involving the following topics:

- 1. Making your Human Resource Request: Steps and Procedures.
- 2. Arrival of Resource Person.
- 3. Evaluation of Human Resources.
- 4. Updating your Human Resource Guide.

Also included are brief descriptions of the areas for which human resources have already been identified in the Hays area.

- h. Guide To Career Education Instructional Materials (K-12).

Comprehensive listing of career education materials (print and non-print) available for use by Hays teachers.

Materials are arranged by grade level(s) to which they apply. The listing indicates the type of material (i.e., filmstrip, paperback book, etc.), the series or title of the material and a brief annotation. Also included with the guide are instructions in how to use the guide. Listings are updated every nine weeks.

Contact Person: Ernie Honas, Coordinator
Career Education Officer
Hays Unified School District #489
320 West 11th
Hays, Kansas 67601
(913/625-7321)

5. Central Kansas Area Vocational Technical School

a. Central Kansas Career Development Program: Available Resource Materials

Listed in this document are over two hundred items (print and non-print). The materials are arranged alphabetically by grade level (Primary, Intermediate, Junior High, Senior High, Adult, Non-graded). Brief descriptions are provided for each entry along with the name of the publisher. Materials are available for loan to teachers in those districts participating in the Career Development Program operated by the agency (CKACTS).

b. Additional materials holdings include:

1. Three commercial programs requiring special leader training entitled:

Human Potential Seminar

Life Career Development System

Vocational Exploration Group

2. Locally developed guides for use in implementing career education entitled:

- EXPLORE: Leader's Guide of Career Education, Activities For Middle School Teachers, 1976.
- A Guide For Implementing Career Development in The Elementary School, 1972.
- A Collection of Career Education Units, 1977.
- CKAVTS Career Development Project: Resource Handbook, K-12, 1973.

- Self Appraisal in Career Education Decision Making, 1978.

Contact Person: Mary W. Kosier, Director
Career Education
Central Kansas Area Vocational
Technical School
P. O. Box 545
Newton, Kansas 67114
(316/283-0930)

II

STATE AGENCY RESOURCES

1. Kansas Career Information System (KCIS)

Contains occupational and career information for use by secondary level and above students and teachers. The system contains the following information on 475 different occupations:

- a. Specific description of the occupation or job.
- b. Traits and competencies required for success and education and/or training required for entry.
- c. Employment opportunities.
- d. Advancement opportunities.
- e. Salary information, including fringe benefits, work hours, etc.
- f. Other related jobs.
- g. List of education and/or training programs available for preparation.
- h. A cross-reference to military careers and apprenticeship programs.

Some information for use at the 4-6 grade level are also available.

Information in this system is stored on microfiche. Hard copies are made from this microfiche for dissemination to local school districts.

Contact Person: Wilbur Rawson
Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612
(913/296-3346)

2. Kansas Education Dissemination/Diffusion System (KEDDS)

Information available from this system includes the following:

- a. The latest research findings on career education stored in various information depositories throughout the nation.
- b. Descriptions of promising career education practice in Kansas schools.
- c. Descriptions of career education programs throughout the nation that have been found worthy of replication.
- d. The names of local people who can help local programs in the area of career education.

The central office for this system is located within the Kansas State Department of Education in Topeka, Kansas.

Regional centers have been established which can be used by local school districts to submit requests to the central KEDDS office for career education information. These centers can also conduct national information searches. These regional centers can be found in the following locations:

1. Farrell Library
Kansas State University
Manhattan, Kansas
2. Watson Library
The University of Kansas
Lawrence, Kansas
3. William Allen White Library
Emporia State University
Emporia, Kansas
4. Forsyth Library
Fort Hays State University
Hays, Kansas
5. Library
Dodge City Community College
Dodge City, Kansas
6. Ablah Library
Wichita State University
Wichita, Kansas
7. Library
Pittsburg State University
Pittsburg, Kansas

8. Media Center
Northwest Kansas Educational Cooperative
Colby, Kansas
9. Library
Washburn University
Topeka, Kansas

Included in the system is a linking component. This component contains human resources (consultants/facilitators) who are available to assist local districts implement career education programs. This component of the K-12 is located at the Murdock Teacher Center, 670 North Edgemore, Wichita, Kansas 67208, (316/685-0271).

Contact Person: Nancy Flott
Kansas State Department of Education
120 East 10th Street
Topeka, Kansas 66612
(913/296-3136)

III

NATIONAL RESOURCES

1. National Center For Career Education (NCEE).

Despository for teacher, school district or federal project developed career education materials (Primary through grade 12) collected nationally.

Contact: NCEE, Inc.
University of Montana
P. O. Box 7815
Missoula, Montana 59807
(406/243-5262 or 243-6466)

2. The Center For Vocational Education

The Center houses the ERIC Clearinghouse on Career Education. Resources available through this clearinghouse include documents pertaining to career education which are listed and announced in Resources in Education (RIE) and Current Index of Journals in Education (CIJE).

Resources In Education (RIE) is a monthly publication containing abstracts of research reports, program descriptions, curriculum materials, literature reviews and other resources. The complete texts of most of the documents may be read at any of the regional KEDDS centers mentioned earlier.

Current Index of Journals in Education (CIJE) contains annotations of articles on career education indexed in over 700 journals. The articles are available in libraries subscribing to the journals.

Contact Person: Dr. Marla Peterson
ERIC Clearinghouse for Career Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210
(614/486-3655)

Other national resources exist, however, their holdings on career education are available through one of the above resources.

IV

HUMAN RESOURCES

Following is a list of persons throughout the state who are available to provide assistance in the area of career education.

1. David Hurt,
Asst. Professor of Education
College of Education
Emporia State University
Emporia, Kansas 66801
(316/342-8061)
2. John H. Wilson,
Professor of Education
College of Education
Wichita State University
Wichita, Kansas 67208
(316/689-3674)
3. Duane Snyder,
Counselor
Mankato High School, USD #278
303 N. West
Mankato, Kansas 66956
(913/378-3844 or 3126)
4. Gary Jarmer,
Private Consultant
135 W. 6th Street
Colby, Kansas 67701
(913/462-6562)
5. Harold L. Norris,
Administrator
Allen County Education Cooperative
R.R. 2
Moran, Kansas 66755
(316/237-4250)
6. Dale K. Shipp,
Administrator of Student Services
Southwest Kansas AVTS
Box 1324
Dodge City, Kansas 67801
(316/227-8932)

7. Del Fambrough,
Teacher (Secondary)
Lawrence High School USD 497
19th and Louisiana
Lawrence, Kansas 66044
(913/842-6222)
8. Bob J. Foutes,
Administrator
District Administrator
1800 S. 55th St.
Kansas City, Kansas 66106
(913/287-7500)
9. Allen D. McCune,
Counselor-Gifted Students
Halstead High School
Halstead, Kansas 67056
(316/835-2682)
10. Jack M. Weakes
Administrator (Secondary)
Columbus High School
500 W. Maple
Columbus, Kansas 66725
(316/ 429-3821)
11. Mary W. Kosier,
Director, Career Development Programs
Central Kansas AVIS
213 E. 7th Street
Newton, Kansas 67114
(316/283-0930)
12. Charles R. Jackhard
Supervisor, Guidance, Career Ed. and
Alternative Education
4580 Rosewood
Roeland Park, Kansas 66205
(913/722-5776)
13. David Huffman,
Administrator (Asst. Supt.)
Director of Career Ed. - USD 250
510 Deill Street
Pittsburg, Kansas 66762
14. Wilbur Rawson, Education Specialist
Coordinator, Career Education Programs
Kansas State Dept. of Education
120 E. 10th Street
Topeka, Kansas 66612
(913/296-3346)

15. Lloyd A. Stone,
Assoc. Prof. of Education
College of Education
Emporia State University
Emporia, Kansas 66801
(316/343-1200)
16. Donald D. King,
Counselor
Seward County Community College
Box 1137
Liberal, Kansas 67901
(316/624-1951)
17. Richard E. Nelson,
Asst. Prof. of Education
College of Education
116 Baily Hall
The University of Kansas
Lawrence, Kansas 66045
(913/864-3931)
18. Mary T. Remington,
Teacher Coordinator
Unified School District 250
510 Deill
Pittsburg, Kansas , 66762
(316/231-3100)
19. Robert C. Martin,
Teacher (Dept. Chairman)
Lawrence High School
19th and Louisiana
Lawrence, Kansas 66044
(316/237-4250)
20. Kenneth G. Best,
Administrator (Program)
Coordinator of Career Education Programs
USD 259
640 N. Emporia
Wichita, Kansas 67214
(316/368-7845)
21. Ronnie D. Eads, Administrator,
Director, Cooperative Education
Labette County Community College
2005 13th
Parsons, Kansas 67357
(316/421-5770)

22. Elda M. Matous,
Teacher (Elementary)
Prosperity Elementary School
4601 N. Plum
Hutchinson, Kansas 67501
(316/662-5535)
23. Hazel D. Rockhold, Administrator,
Coordinator, Career Education Project
Hutchinson Community Col
1300 N. Plum
Hutchinson, Kansas 67501
(316/663-5781)
24. Dortha M. Majors,
Counselor-Gifted Students
Girard High School
Girard, Kansas 66743
(913/724-4326)
25. Patricia M. Kells,
Administrator (Program)
Lawrence High School, USD 497
19th and Louisiana
Lawrence, Kansas 66044
(913/842-6222)
26. Lewis R. Allen,
Teacher - Special Education
Lawrence High School
19th and Louisiana
Lawrence, Kansas 66044
(913/842-6222)

APPENDIX O

GOVERNOR'S CONFERENCE

ON

CAREER EDUCATION



Kansans Developing Today for Tomorrow Through Career Education

April 24 and 25, 1978
RAMADA INN DOWNTOWN
420 East Sixth Street
Topeka, Kansas 66607

CAREER EDUCATION IN KANSAS

DEFINITION

"Career Education is the effort of schools and the community to help all individuals recognize and appreciate the values of a work-oriented society; to implement these values into their lives; and to acquire competencies so that work becomes possible, meaningful, and satisfying to each individual."

GOALS

- Goal 1. It is the goal of the Kansas State Board of Education and the Kansas State Department of Education to increase the overall awareness of Kansans to the benefits of career education; to stimulate support for career education; and to promote the adoption of a comprehensive career education approach in all public and private Kansas districts and schools.
- Goal 2. It is the goal of the Kansas State Department of Education to provide assistance and aid to all Kansas schools in their efforts to implement career education.

THE GOVERNOR'S CONFERENCE ON CAREER EDUCATION IS
SPONSORED BY THE KANSAS STATE DEPARTMENT OF EDUCATION
AND WAS ARRANGED UNDER A CONTRACT TO:

INTERAMERICA
932 Massachusetts
Lawrence, Kansas 66044

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If you have questions or need assistance during the Conference, Conference Marshalls are available to help you. Please contact either Dr. Sheila Martinez or Ms. Glantha McCurdy at the Registration Booth. Conference Assistants are students from Topeka area high schools.

GOVERNOR'S CONFERENCE ON CAREER EDUCATION

PROGRAM OVERVIEW

MONDAY, APRIL 24, 1978

8:00-11:00 a.m.	Pre-Conference Sessions	Locations Throughout Topeka
11:00 a.m.	Registration Film Festival I Commercial Exhibits Open	Lower Lobby Area Parlor B Lower Lobby Area
1:00-3:00 p.m.	Opening Session	Grand Ballroom
3:00-5:50 p.m.	Workshops, Exhibits, and Demonstrations	See Program for Locations
7:00-9:00 p.m.	Banquet Session	Grand Ballroom

TUESDAY, APRIL 25, 1978

8:30 a.m.	Commercial Exhibits Open	Lower Lobby Area
9:00-10:45 a.m.	General Session	Grand Ballroom
11:00-12:00 noon	Closing Session	Grand Ballroom
1:00-3:00 p.m.	Film Festival II Post-Conference Sessions	Parlor B Locations Throughout Topeka

FILM FESTIVAL SCHEDULE

PARLOR B

Leola Claussen
Media Specialist
Highland Park High School

TIME

NAME OF FILM*

MONDAY, APRIL 24, 1978

11:00 A.M.	"YOU"
11:20 A.M.	"OFFICE PRACTICE"
11:35 A.M.	"I THINK"
11:55 A.M.	"YOUR JOB: APPLYING FOR IT"
12:10 P.M.	"BOB AND CAREN AND TED AND JANICE"

TUESDAY, APRIL 25, 1978

1:00 P.M.	"ME"
1:20 P.M.	"I AM"
1:35 P.M.	"GUIDANCE FOR THE 70'S: SELF ESTEEM"
1:55 P.M.	"APPLYING FOR A JOB"
2:10 P.M.	"YOUR JOB: FITTING IN"
2:25 P.M.	"BOB AND CAREN AND TED AND JANICE"
2:50 P.M.	"IS A CAREER IN MANAGEMENT FOR YOU?"

*See the list of Career Education Films in the Registration Packet for further information.

NOTE: A media session is scheduled during the workshop sessions. It will take place in Parlor B Monday afternoon from 5:00 to 5:50. Sample series and accompanying materials will be demonstrated.

OPENING SESSION

GOVERNOR'S CONFERENCE ON CAREER EDUCATION

1:00 P.M., GRAND BALLROOM

APRIL 24, 1978

OPENING SESSION

INTRODUCTION AND GREETINGS

Mrs. Denise Apt
Past President, Kansas Association of
School Boards
Member, Career Education Inset Council

WELCOME AND CHARGE

Dr. Merle Bolton
Commissioner of Education
State of Kansas

KEYNOTE ADDRESS

"ISSUES AND TRENDS IN CAREER EDUCATION"

Dr. David Livers
Professor of Counselor Education
Illinois State University at Normal

PROJECT EXHIBITS

Project SPICE - Bettye Coughenour, Ottawa Public Schools
Seward County Community College Career Van - Don Kind, Seward
County Community College, Liberal
Wichita AVTS/WECEP Program - Ken Best, Wichita

GOVERNOR'S CONFERENCE ON CAREER EDUCATION

SCHEDULE OF WORKSHOPS, EXHIBITS AND DEMONSTRATIONS

ELEMENTARY/SECONDARY EDUCATION (South Lower Lounge)

3:00 - 3:50	4:00 - 4:50	5:00 - 5:50
THE INFUSION OF CAREER EDUCATION AT THE SECONDARY LEVEL by Ernie Hones Career Education Coordinator, Hays	PHILOSOPHICAL PRESENTATION OF SPICE JUNIOR HIGH CAREER AWARENESS PROGRAM by Ben Moor & Deloris Doman Ottawa Middle School Counselors	CAREER EDUCATION AT THE ELEMENTARY LEVEL: YOU CAN DO IT by Gerry Prescott Eisenhower Elementary, Ottawa

CAREER EDUCATION COUNSELING (North Lower Lounge)

3:00 - 3:50	4:00 - 4:50	5:00 - 5:50
STEREOTYPING IN CAREER EDUCATION by Marje Neely, Ph.D. Kansas State University	THE ROLE OF THE ELEMENTARY GUIDANCE COUNSELOR IN CAREER EDUCATION by Dorrie Zores & Dorothy Chaney Ottawa Elementary School Counselors	THE ROLE OF THE COUNSELOR IN CAREER EDUCATION by Phillip J. Wurtz, Ph.D. Emporia State University

ADULT PROGRAMS/MEDIA (Parlor B)

3:00 - 3:50	4:00 - 4:50	5:00 - 5:50
CREATE: A CREATIVE FUTURE ORIENTED MODEL FOR ADULT CAREER EDUCATION by Dr. Vivian McCoy & Carol Nalbandian Adult Life Resource Center University of Kansas	PRESCRIPTIVE COMPETENCY-BASED STUDY PACKETS by Nan Brandon Career Opportunity Center, USD 202	MEDIA PRESENTATION: BREAD AND BUTTERFLIES SERIES & THE KINGDOM OF COULD BE YOU by Leola Claussen, Media Specialist Donna Vausbinder, Counselor, USD 501

JUNIOR COLLEGES (Exhibit Arena, Room 2)

3:00 - 3:50	4:00 - 4:50	5:00 - 5:50
CAREER EDUCATION IN THE TWO YEAR COLLEGE by Hazel Rockhold SE Kansas Regional Educational Cntr.	GARDEN CITY COMMUNITY COLLEGE CAREER EDUCATION PROGRAM by Roger Hamilton Counselor and Instructor Garden City Community College	USD 497 CAREER EDUCATION PROGRAM LAWRENCE by Dr. Brad Tate, Principal & Kathryn Borsath, Instructor Lawrence High School

SECONDARY EDUCATION

SPECIAL EDUCATION (Parlor C)

3:00 - 3:50	4:00 - 4:50	5:00 - 5:50
CAREER EDUCATION AS RELATED TO SPECIAL EDUCATION by Gary Clark, Ph.D. University of Kansas	CAREER EDUCATION AS RELATED TO SPECIAL EDUCATION by Carolyn Newmaster, Kathy Littel & Elizabeth Soule Special Education Instructors, Ottawa	THE 4:00 PRESENTATION WILL BE REPEATED AT 5:00

ADMINISTRATORS/BOARD MEMBERS/COMMUNITY INPUT (Parlor D)

3:00 - 3:50	4:00 - 4:50	5:00 - 5:50
COMMUNITY INVOLVEMENT AND CAREER EDUCATION by Julie Hack, School Board Member Tom Christy, Former Consultant USD 497 Lawrence	PLANNING FOR A PRACTICAL CAREER EDUCATION PROGRAM by Dr. Gordon Schultz, USD 257, Iola & Betty Couehenour, USD 290, Ottawa	THE ROLE OF THE SCHOOL BOARD IN RELATION TO CAREER EDUCATION by John Frye Wichita Board of Education

Each of the following five sessions described will be presented at 3:00 and repeated at 4:00 and 5:00.

- (1) CAREER EDUCATION IN HIGHER EDUCATION
Jack Barnett, Pittsburg State Univ.,
David Huffman and Mary Remington, USD 250
(Exhibit Arena, Room 1)
- (2) CAREER EDUCATION PROGRAM DEVELOPMENT
Lucille McGrath
Educational Research Council of America
Columbus, Ohio
(Parlor A)
- (3) CAREER EDUCATION COOPERATIVE PROGRAM
Gene Willich, Southwest Kansas AVTS
(Room 201)
- (4) SEWARD COUNTY COMMUNITY COLLEGE CAREER VAN (Canopy)
Don King, Director & Educational Counselor
Seward County Community College, Liberal
- (5) AN INFORMAL LOOK AT CAREER EDUCATION PROJECTS IN KANSAS
(Exhibit Arena, Room 3)

WORKSHOPS, PROJECT EXHIBITS AND DEMONSTRATIONS DESCRIPTIONS

ELEMENTARY/SECONDARY EDUCATION

1. "The Infusion of Career Education at the Secondary Level"
The presenter will describe in-service strategies, classroom activities and materials, and the use of community resources based on USD 489's career education efforts.
2. "Philosophical Presentation of SPICE Senior High Career Awareness Program"
The presentation will focus on:
 WHY we do it this way.
 HOW it is done.
 WHO does it where.
Demonstrations of counselor activities and classroom involvement will also be included.
3. "Career Education at the Elementary Level: You Can Do It (In Fact You're Probably Doing A Lot Of It Right Now)"
This presentation will cover these basic areas:
 (a) Thirty second projects.
 (b) Got thirty minutes you wanna kill?
 (c) Study trips that teach life skills.
 (d) Super projects for the gung-ho or nervous
 breakdowns are not necessarily tax deductible!
4. "USD 497 Career Education Program"
This workshop involves a presentation of the Senior Exemplary Career Education Model Program at Lawrence High School. The philosophy of the program will be discussed along with techniques for implementation. This program is the model for the State of Kansas.

CAREER EDUCATION COUNSELING

1. "Stereotyping in Career Education"
The presenter will describe how stereotyping develops during the elementary years and the resultant effects which are apparent in high school students. Measures for reducing stereotyping will be discussed.
2. "The Role of the Elementary Guidance Counselor in Career Education"
The history of the SPICE Program and its relationship to the Kansas Model of Career Education will be described. A visual presentation and counselor oriented activities relating to Self, Work, Leisures and Resources will also be included.
3. "The Role of the Counselor in Career Education"
Emphasis will focus on specific functions of the counselor in providing information service as a part of the total counseling and guidance program, including services to teachers through career guidance functions, curriculum development and community relations.

ADULT PROGRAMS/MEDIA

1. "CREATE: A Creative Future Oriented Model For Adult Career Education"
The purpose of this model is to help adults at career crossroads make career decisions oriented toward 1980's job futures. This approach includes self-assessment, small group work, human relations exercises, force field analysis, discussion, and occupational information research.
2. "Prescriptive Competency-Based Study Packets"
A demonstration on how to develop individualized study packets is applicable to secondary and post-secondary educators. Methods of pre-assessment, assigning study materials, and re-assessment will be discussed. The purpose is to assist the student in being able to choose, find, get and keep a job.
3. "Media Presentation - Bread and Butterflies and The Kingdom Of Could Be You Series"
Excerpts from these series will be viewed and discussed. Bread and Butterflies focuses on career education for 9-12 year olds. The Kingdom Of Could Be You series is designed to stimulate kindergarten-aged children to explore their potential as problem solvers in the adult world.

JUNIOR COLLEGES

1. "Career Education in the Two Year College"
This presentation will include data from four papers developed for a state funded program at Hutchison Community Junior College focusing on an evaluation of career education at the post-secondary level and a model program developed for implementing career education at any community college in Kansas. A slide presentation is included.
2. "Garden City Community Junior College Career Education Program"
This presentation will focus on a college credit course designed to acquaint the student with an awareness of career education and the processes involved in making a successful career choice.

SPECIAL EDUCATION

1. "Career Education as Related to Special Education"
This presentation will focus on the rationale for career education for the handicapped and will include a model for delivering career education to the handicapped. A comparison of the Handicapped Model with other career education models will also be included.
2. "Career Education as Related to Special Education"
The following topics will be discussed:
 (a) definition and philosophy of career education
 (b) career education for various categories of
 special education
 (c) successful activities
A short bibliography and Activity Guides will be available.

ADMINISTRATORS/BOARD MEMBERS/COMMUNITY INPUT

1. "Community Involvement and Career Education"
This presentation will include a description of the history and accomplishments of the career education program in Lawrence, Kansas. The relationship between the schools and community in establishing the program is the primary emphasis.
2. "Planning for a Practical Career Education Program"
The following topics will be discussed:
 - (a) establishing goals for your district
 - (b) gaining acceptance for career education
 - (c) staffing
 - (d) in-service training
 - (e) developing resources
 - (f) program evaluation
3. "The Role of the School Board in Relation to Career Education"
A broad overview of career education in the Wichita Public Schools will be presented to show how the School Board can function and contribute to successful implementation of career education. Emphasis will be placed on experience-based programs offered in the Wichita community.

REPEATED SESSIONS

1. "Career Education Cooperative Program"
This presentation will describe the functioning of a career education cooperative program which involves one established career education program serving several school districts. Included in the presentation will be the issues of staffing, scheduling, services rendered and cost.
2. "Career Education in Higher Education"
The presenters will explore the importance of close cooperation between local school districts and colleges in introducing career education at the undergraduate level. Campus politics and a model that works is also included.
3. "Career Education Program Development"
The presentation will focus on the premise that career education offers advantages no student in today's schools should be denied. It offers opportunities for students at all levels to acquire awareness, attitudes, appreciations, and understandings necessary for later life.
4. "Seward County Community College's Van"
The Career Van Program is designed to provide the maximum amount of career counseling to those students who are attending rural schools in a sparsely populated area. The demonstration will take place in the van.
5. "An Informal Look at Career Education Projects in Kansas"
Kansas Career Information System, KSDE, Mary Cosby, Director.
Wichita AVTS, WCEEP Program, Ken Best, Career Education Coordinator.
Law in Education, Kansas Bar Association, Marsha Paell.
Central Kansas Career Development Project, Mary Kosier, Director.
Project SPICE, USD 290, Bettye Coughenour, Director.
Career Education VEEP Program, USD 500, Donna Rogers, Career Education Specialist.

CONFERENCE SPEAKERS

DR. DAVID LIVERS "Issues and Trends in Career Education"

Dr. Livers, a former Kansan, is Professor of Counselor Education at Illinois State University at Normal where he has been on the faculty for fifteen years. He has been involved extensively in Career Education since its inception and is one of the three registered Career Education Consultants with the United States Office of Education.

DR. KENNETH MCFARLAND "You Can Do Something About It"

Dr. McFarland is one of the nation's outstanding guest lecturers. He is a graduate of Pittsburg State College in Kansas and earned his graduate degrees from Columbia University and Stanford University. The American Academy of Achievement voted him its Golden Plate Award which is the only such award ever given by the Academy for excellence in public speaking. His services are provided by the General Motors Corporation.

DR. KEN HOYT "What is the Future for Career Education?"

Dr. Hoyt is a native Kansan and has been Director of the Office of Career Education in Washington, D.C. since 1974. He is considered to be one of the foremost conceptualizers of Career Education in the nation and is charged with giving substance and practical design to the implementation of Career Education.

DR. JACK BARNETT "What Happens to Career Education Depends on What We Do and How We Do It"

Dr. Barnett is Chairman of the Department of Curriculum and Administration at Pittsburg State University. For the past five years he has been actively involved in developing pre-service and in-service programs for training personnel in Career Education. Dr. Barnett is currently Chairman of the Career Education Input Council.

BANQUET SESSION

GOVERNOR'S CONFERENCE ON CAREER EDUCATION

7:00 P.M., GRAND BALLROOM

APRIL 24, 1978

BANQUET

INVOCATION

Fr. Thomas E. Punzo
Chaplain and Instructor
Dormelly College
Kansas City, Kansas

MENU

Trout and Green Salad with Chef's Dressing
Smoked Turkey with Corn and Bleu
Roast of Beef *Green Beans Pommes*
Apple and Butter
Vanilla Pudding *Beverage*

ENTERTAINMENT

SUNFLOWER HARMONY CHAPTER OF SHEET ADELINES
1978 Region 7 Third Place Medalists
Topeka, Kansas

GREETINGS

Dr. Jack Barnett
Chairman, Department of Curriculum
and Administration
Pittsburg State University

ADDRESS

"YOU CAN DO SOMETHING ABOUT IT"

Dr. Kenneth McFarland
Lecturer, General Motors Corporation

QUESTIONS FROM THE AUDIENCE

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GENERAL SESSION

GOVERNOR'S CONFERENCE ON CAREER EDUCATION

9:00 A.M., GRAND BALLROOM

APRIL 25, 1978

INTRODUCTIONS

Dr. Jack Barnett, Panel Moderator

ADDRESS

"WHAT IS THE FUTURE FOR CAREER EDUCATION?"

Dr. Ken Hoyt
Director, Office of Career Education
Washington, D.C.

PANEL RESPONSE

Ms. Hazel Rockhold
Career Education Consultant
Southeast Kansas Regional Education Service Center

Mr. John Deems
Education Coordinator
Southwestern Bell Telephone Company

Mr. Ed Doherty
Cessna Aircraft Company
Chairman of Education Committee, Kansas Association
of Commerce and Industry

Mr. Ernie Monas
Career Education Coordinator
USD 489, Hays

QUESTIONS FROM THE AUDIENCE

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CLOSING SESSION

GOVERNOR'S CONFERENCE ON CAREER EDUCATION

11:00 A.M., GRAND BALLROOM

APRIL 25, 1978

INTRODUCTION OF THE GOVERNOR

Dr. Merle Bolton
Commissioner of Education

GOVERNOR'S ADDRESS

The Honorable Robert F. Bennett
Governor of the State of Kansas

ADDRESS AND CHALLENGE

"WHAT HAPPENS TO CAREER EDUCATION DEPENDS
ON WHAT WE DO AND HOW WE DO IT"

Dr. Jack Barnett
Chairman
Career Education Input Council

ADJOURNMENT OF THE CONFERENCE

THE CAREER EDUCATION INPUT COUNCIL

The following is a listing of this specially appointed council. The group is composed of representatives from a wide variety of agencies, groups, geographic locations and concerned/interested segments of the state's population.

State Education Agency
Dorothy Groesbeck, Chairman
State Board of Education

Wilbur Rawson, Director
Career Education

Governor's Office
Jim Haas
Legislative Liaison

Business and Industry
Jack Pearson, Executive Director
Kansas Assn. of Commerce/Industry

Paul Fleener, Research Director
Kansas Farm Bureau

Nelson Galle, Executive
Hesslon Corporation

Labor
Ralph McGee, Executive Secretary
Kansas State Federation of Labor

Jack McGlothlin, State Director
United Transportation Union

State Labor Department
John Hancock
Human Resources Department

Higher Education
Dr. Jack Barnett, Chairman
Dept. of Curriculum & Administration
Pittsburg State University

School Board
Denise Apt, Immediate Past President
Kansas Assn. of School Boards
Local Board Member

Local Education Agencies
Dean Stucky, Deputy Superintendent
Wichita Public Schools

Dr. Gordon Schultz, Asst. Superintendent
Iola Public Schools

Ann Garvin, Teacher
Topeka High School

Quida Pyle, Teacher
McPherson Junior High School

Media
Bernie Brown, Station Manager
KAYS - TV

Guidance Counselor
Mary Kosier, Guidance Counselor
Central Ks. Area Vo-Tec School

Career Education Consultant
Hazel Rockhold
SE Kansas Regional Education
Service Center

Parent
Mrs. Kathleen White, President
Kansas PTA

Lois Mussemann, Parent

Community College
Dr. Carl Heinrich, President
Butler County Community College

Board of Regents
John Conard, Executive Officer
Kansas Board of Regents

THE CAREER EDUCATION PRACTITIONERS COUNCIL

The Practitioners Council was organized to provide assistance in developing the Kansas State Plan for Career Education. It is composed of persons involved in implementing career education at the local level.

Jody Bauman
North Central Kansas AVTS

Roy Piper
Southwest Kansas AVTS

Ken Best
Wichita USD 259

Bruce Poase
Clay Center USD 379

Dr. Bertram Caruthers
Kansas City USD 500

Mary Remington
Pittsburg USD 250

Tom Christie
Lawrence

Donna Rogers
Kansas City USD 500

Betty Coughenour
Ottawa USD 240

William Saunders
Garden City USD 457

Deanne Coward
Liberal AVTS

Cathy Wilson
Wichita USD 259

Ernie Honas
Hays USD 489

Gene Willich
Dodge City USD 443

Danny Lewis
Shawnee Mission USD 512

Larry Wills
Topeka USD 501

THE PRE-SERVICE/IN-SERVICE AD HOC COMMITTEE

This committee is composed of educators selected to represent the colleges and universities in Kansas who prepare teachers.

Dale Scannell, Dean of Education
University of Kansas

Bob Kelly, Executive Director
Kansas Association of Independent Colleges

Jordan Utsey, Dean of Education
Kansas State University

Lavie Staven, Dean of Education
Fort Hays State University

Truman Hayes, Dean of Education
Emporia State University

Leonard Chaffee, Dean of Education
Wichita State University

Wesley J. Sandness, Dean of Education
Pittsburg State University

Wilbur Oldham, Dean of Education
Washburn University

APPENDIX P

THE THINGS
YOU
HAVE ALWAYS
WANTED TO KNOW
ABOUT

CAREER EDUCATION

BUT WERE AFRAID
(RIGHTLY SO, TOO OFTEN)

THEY WERE
HIDDEN AWAY

IN SOME
DULL, STUFFY, TECHNICAL,
COMPLEX, AND OBSCURE
STATE PLAN

CAREER EDUCATION . . .

Today's society is in an era of change. Change is occurring in the composition of the labor force, in the social and intellectual rate of growth, and in the family unit. Career education is a call for a realignment of education to keep the educational process relevant to these changes.

Career education is not new. It is simply a restoration of the American work ethic in the educational system -- a trait that has been dormant in education for the past few years. To help integrate education, work and personal development, a five-year state plan for career education has been developed. The purpose of the plan is to present to the public the goals and objectives for strengthening the relationship between school and career development. The goals and objectives are general in nature to preserve the autonomous character of each local education agency and its educational policies.

The plan, which establishes direction for future effort in career education, includes five major ideas :

1. Needs assessment to determine a need for career education;
2. Goals and objectives to meet those needs;
3. Management of activities to complete the objectives;
4. Evaluation to identify progress toward the objectives; and
5. Funding to implement career education.



Career education is not new. It was not new in 1971 when Sidney Marland, the U.S. Commissioner of Education, coined the words to emphasize needed reform in education. Growing up to work has been an underlying concept of American education since its beginning. But somehow over the generations, American education began to mean schooling; learning began to mean something that could happen only in schools and universities; and growing up to work could only occur outside the school and universities.



As a result of the continued separation of school and work, schools begin turning out many individuals for whom work values failed to exist as a meaningful part of their personal values system and the concept of work held no personal meaning. The following conditions in our country today may be attributed to some deficiencies in our educational system:

1. Welfare rolls are growing at a record rate and include some who are now making little effort to seek employment.
2. Growing numbers of employees are dissatisfied with their jobs and are seeking personal happiness through other means.
3. Employers are unhappy with the work attitudes of many of their employees and almost equally unhappy with their work skills.
4. The current high productivity of the United States may be attributed to technological advances rather than to the diligence of individual workers.
5. Other nations are gaining ground on the United States in the production of goods and services.
6. The classical work ethic, for many citizens, no longer represents an acceptable set of reasons for working.
7. Two and one-half million young people leave school each year not prepared to become successfully employed. Of this number, 850,000 are secondary school dropouts; 750,000 are graduated from high school with a general education without being prepared for a job or for further education; and 850,000 are college dropouts without a degree and with few occupational skills.



*YOUTH ARE NOT TOO YOUNG TO CHOOSE,
ONLY TOO POORLY PREPARED TO MAKE
CHOICES.*

Career education's message in 1971 was, and is today, a call for reform that says the two -- education and work -- are inseparable. Education has a vital, essential role to play in helping people of all ages prepare themselves... intellectually, socially, economically, and emotionally... for work, personal growth, development and fulfillment. Reform applies to the schools and universities, but it also asks for reform in those places that contribute so much to the education of people outside the classroom. It asks for new commitments from the community, from parents and from other agencies and groups needed to make education relevant.

Although federally initiated, the career education reform has begun in Kansas with a wide variety of activities and events. One such accomplishment has been the completion of a five-year state plan for career education. The plan establishes directions for future efforts in career education. Anyone interested in education should be familiar with the contents of the plan.

The plan was developed around five major ideas.

1. Needs assessment to determine a need for career education;
2. Goals and objectives to meet those needs;
3. Management of activities to complete the objectives;
4. Evaluation to identify progress of the objectives; and
5. Funding to implement career education.

NEEDS ASSESSMENT



A needs assessment is a procedure for comparing where career education is and where the people want career education to be. The difference between the two is called the need. These needs identify the areas that need to be strengthened.

The needs assessment began in 1976 with a survey of all local school superintendents. According to the superintendents, the three major needs that should be met before career education could be fully implemented were:

1. Financial assistance,
2. In-service training for instructional staff,
3. Development of curriculum materials.

In 1978, a follow-up survey to verify goals and objectives for career education was conducted with local career education coordinators, vocational educators, special education personnel, business and labor agencies, and teacher training institutions. Representatives of these groups indicated that instructional materials, inservice and preservice education, development of local plans, and financial aid were the most important sub goals to be met in a statewide plan. Identified as the most important activities to accomplish these goals were: development of career education materials and activities at the senior high level, implementation of career education materials at junior high level, development of job finding and job survival skills, and individual career counseling.

The representatives of these five groups specified different activities as a part of the current career education programs.

CAREER EDUCATION COORDINATORS

Most of the inservice work being provided for coordinators is in the area of developing, interviewing, job-finding skills and field trips. Some work is being done in improving individual career counseling skills and introducing and implementing career education materials at the junior high and at the senior high level. The least amount of activity is in the area of introducing career education materials to handicapped children and implementing career education activities in programs for potential dropouts. The next smallest effort is being made in the areas of implementing career education materials and activities in programs for gifted children, computer assisted career education instruction, and career education programs for adults.

TEACHER EDUCATION

Most of the teacher education activities in career education appear to be in the areas of introducing instructional materials and activities for classroom use at the elementary level, and implementing career education activities for senior high students and junior high/middle school students.

Very little preservice training is offered relative to introducing career education materials for use with the gifted, potential dropouts, and handicapped students at the junior high or senior high level. Preservice training in the areas of computer assisted instruction, career information systems, developing job survival skills, and career education programs for adults also appeared to be absent.



SPECIAL EDUCATION COORDINATORS

Career education activities are widespread and diverse for handicapped students. Most are in the following areas: introduction of materials and activities for junior high/middle school and senior high students, planned vocational education programs, and development of job interviewing and finding skills. No activities are indicated in the areas of computer-assisted career education instruction and introducing career education materials into programs for potential dropouts. Few activities exist for the development of job survival skills.

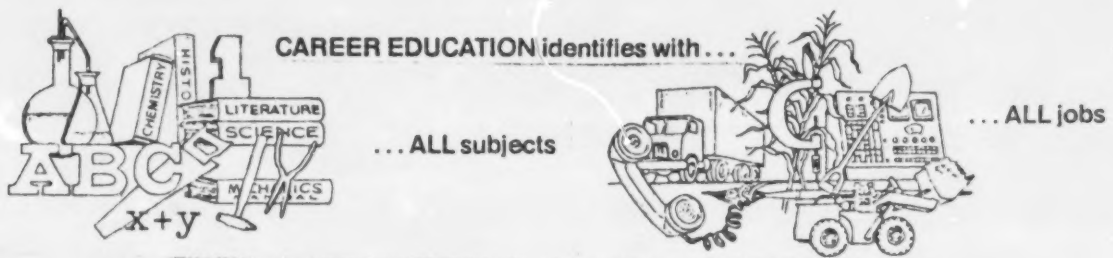
VOCATIONAL EDUCATION COORDINATORS

Career education is a part of, and is included in nearly all vocational education programs. Most prevalent appear to be career exploration programs, work observation, developing interviewing and job-finding skills, and developing job survival skills. To a lesser degree, vocational education programs are concerned with implementation of career education concepts in programs for handicapped students, activities for potential dropouts, introduction of career education materials and activities for the gifted, and programs for potential dropouts, computer assisted career education instruction, planned vocational education programs, and career education for adults.

LABOR AND INDUSTRY

Labor and industry are actively involved in career education development. The highest degree of involvement is in the area of paid work experience. The next most mentioned involvement is through career information systems, followed by community resources utilization and advisory board utilization.

As indicated in the needs assessment, several things have been done in career education. Much, much more needs to be accomplished before education can be said to be helping all individuals become knowledgeable about the values of a work-oriented society.



GOALS AND OBJECTIVES

The two major goals of the career education plan address the functions of awareness and implementation. The plan defines Career Education. Making the people aware of the benefits of career education will be accomplished through dissemination of a series of informative articles and news releases on career education and distribution of the state plan for career education. A statewide speakers' bureau network will also be established to inform civic and interest groups who want to learn more about career education.

The second goal is concerned with implementing career education in all Kansas schools. This will be accomplished through the completion of eleven objectives involved with financial and technical assistance. Technical assistance will consist of aiding in the development of local plans, and providing access to career education materials, information, and demonstration programs. In addition, the colleges and universities will incorporate career education into the preparation of all prospective teachers and administrators. For those teachers and administrators already in the schools, inservice training in career education will be provided.

MANAGEMENT

To accomplish the career education goals and objectives of the plan, additional personnel will be needed in the State Department of Education. The plan identifies alternate staffing to provide services needed to implement career education in the state. The number of personnel involved in managing the plan is based on funding contingencies.

EVALUATION

Evaluation is a process to determine the progress or completion of the goals and objectives. A special evaluation plan will be developed to collect and analyze reliable information about the progress of the career education goals and objectives. Part of the evaluation plan will consist of monitoring the career education activities to determine if what was planned is actually being done. As soon as the information is collected and analyzed, it will be returned to those in charge of the plan so they can modify the activities if needed.

Each of the sixteen objectives has been assigned a schedule which describes the expected results or product of the objective, establishes dates for collection of information, and identifies who is responsible for completing the various activities. The latter aspect of the schedule is very important. It builds in accountability.

FUNDING

According to the assessment, past funding of career education was dependent on local revenues for 75 percent of the costs. Federal sources paid 20 percent; state funds, 3 percent; and other sources, .7 percent. Superintendents, vocational education coordinators, and other school district personnel in the survey estimated that it will take from four to five million dollars from a variety of sources in addition to local funding to finance career education over the next five years.



The plan presents an estimated budget summary for a five-year period to complete the objectives. Those figures presented in the plan do not include local funds, which are estimated to range from three to five million dollars over the five year period. Nor do the figures reflect federal monies available from grants for postsecondary programs and other sources.

To complete the five objectives of the awareness goal, an estimated 24,000 dollars will be needed in 1978-79. This figure would be reduced slightly for 1979 through 1982. An estimated total of 645,000 dollars is needed in 1978-79 to accomplish the eleven objectives of the implementation goal. This figure would increase to 1.3 million dollars in 1979-80 slowly decrease year by year to 1982-1983.

Of the estimated revenue needs to meet the awareness goal, over the five-year period from 1978-1983, the federal share would be 68 percent of the cost and the State's 32 percent -- a definite reverse from the past five years of funding.

Budget information, dry as it is for general reading, is important to us all if we are to meet the challenge of educational reform. The two tables that follow give details of budgeting proposals contained in the STATE PLAN.

The following budget is arranged by priorities based on information obtained in the needs assessment:

Process Objective to Accomplish Awareness and Implementation Goals	1978-79	1979-80	1980-81	1981-82	1982-83
Assistance to local school districts in the identification of instructional materials	30,740	28,740	21,540	20,840	16,840
In-service training of coordination, teachers, counselors, administrators, etc.	60,776	57,776	57,776	57,776	57,776
Financial aid for the implementation of local career education plans	221,888	871,888	771,888	621,888	471,888
Development of comprehensive career education plans	19,542	16,542	12,642	12,342	12,342
Preparation of all prospective teachers and administrators by teachers training institutions	4,854	4,854	4,854	4,854	4,854
Refinement, planning and implementation of state plan	12,524	12,524	12,524	12,524	12,524
Dissemination of informative articles and news releases	2,368	2,368	2,368	2,368	2,368
Dissemination of guidelines for career education planning and implementation	35,852	21,452	21,452	21,452	21,452
Technical information and resource center	108,806	124,036	61,216	61,216	60,216
Dissemination of exemplary materials to communicate concepts and benefits of career education	1,626	1,626	1,626	1,626	1,626
Developed and used a Career Education Statewide speakers' bureau network	2,582	2,582	2,582	2,582	2,582
Human resources for all local education agencies	50,056	50,056	50,056	50,056	50,056
Financial support for programs and validated demonstration programs	84,516	84,516	84,516	84,516	84,516
Coordination of planning, implementation, and resource dissemination	27,796	27,796	27,796	27,796	27,796
Dissemination of state plan to key groups for planning input	4,416	4,416	4,416	4,416	4,416

The purpose of the five-year state plan for career education is to present to the public the goals and objectives for strengthening an interdependence between school and work. The goals and objectives are general in nature to preserve the autonomous character of each local education agency and its educational policies. The plan does not mandate local programs in career education because of the possibility of stifling the very essence of career education -- recognition by the community of its responsibility for the educational, economical, and social success of its citizens. It is also a concern that mandated programs might discourage creativity and relevance at the local level and decrease true commitment to career education.

In summary, it is apparent that career education is not new. The concept of work and school has existed throughout the history of formal education. Its goals do not differ markedly from those defined in the seven cardinal principles of education by the Commissioner for the Reorganization of Secondary Education in 1918. Key emphasis was given to "vocational preparation, citizenship, and the worthy use of leisure time."

Today's society is in an era of change. Change is occurring in the composition of the labor force, in the social and intellectual rate of growth, and in the family unit. Career education is a call for reform in education to keep the educational system relevant to this change.

DISCRIMINATION PROHIBITED

Title VI of the Civil Rights Act of 1964 states: "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance." Title IX of the Education Amendments of 1972, Public Law 92-318, states: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." Therefore, career education projects supported under Sections 402 and 406 of the Education Amendments of 1974, like every program or activity receiving financial assistance from the U.S. Department of Health, Education, and Welfare, must be operated in compliance with these laws.

Produced
for
Kansas State Department of Education
120 East 10, Topeka, Kansas 66612
1978

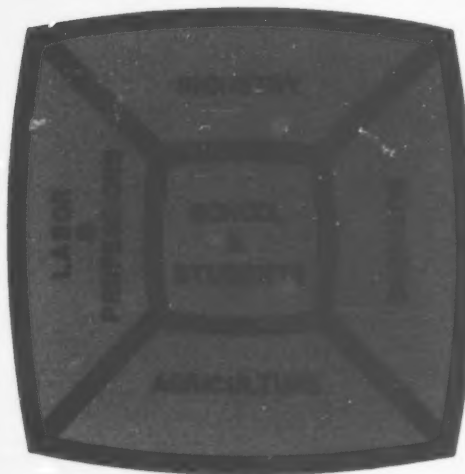
This article is partially based upon project activities conducted under a grant or contract from the Office of Education, U.S. Department of Health, Education, and Welfare. However, the article was written by Hazel Rockhold in her private capacity. No official support or endorsement by the Office of Education is intended or should be inferred.

APPENDIX Q

The implementation of Career Education in the schools should:

- Reduce the number of young people leaving school each year who are not prepared to become successfully employed.
- Check or reduce the increasing numbers on our welfare rolls.
- Increase job satisfaction through more appropriate career choice and preparation.
- Increase the level of basic learning skills and other competencies required for success in a chosen career.
- Lower educational costs by reducing false starts and irrelevancy in career preparation programs.
- Allow all students the opportunity to become aware of careers and have needed facts to make valid career choices.

Too often educators forget that work can motivate learning. To put the importance of work back into the school, educators need the support and help of parents and people in business, agriculture, labor, industry, and the professions.



For further information, call or write

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CAREER EDUCATION



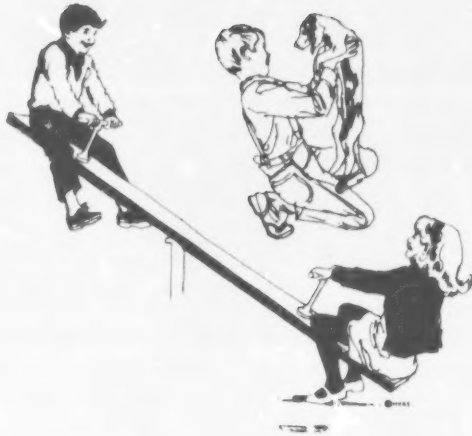
What this country needs is more people who find work a meaningful and important part of their lives.

Kenneth Hoyt

Career Education is a balance of learning, work and leisure. The relationship of these three factors changes as the student progresses through school. The balance should never be such that one of the three is non-existent.

LEARNING

Learning comprises a major part of schooling. The development of one's primary abilities and understandings depends on learning.



LEISURE

Schooling has to begin with play, the natural activity of the young. Play gradually gives way to learning during the early years of schooling. Both learning and work should exist in school. Leisure experiences should foster learning about work and develop wholesome attitudes toward work.



Each individual's conduct and contribution to society depends on learning and the ability to effectively apply what has been learned.

Career education provides practical reasons for learning.

It is the student's responsibility to learn.



WORK

In the career education process, learning about careers and exploring different kinds of work increases until the student as a young adult acquires a part-time or a full-time job. From this point on work becomes an integral part of education. Work challenges and enhances one's initiative, creativity and responsibility.

A balance of leisure, learning and work should be maintained throughout life.

APPENDIX R

KANSAS EDUCATIONAL DISSEMINATION AND DIFFUSION SYSTEM

HUMAN RESOURCES FILE

CAREER EDUCATION

1978

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Schools or communities wishing technical assistance in any phase of planning or implementing career education should contact the Kansas Education Dissemination and Diffusion System KSDE for identification of persons to assist them.